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ABSTRACT

The guide is intended to provide local school administrators in South Carolina with guidelines and procedures for the establishment and maintenance of educational programs in the following areas of exceptionality: educable and trainable mentally handicapped, emotionally handicapped, hearing handicapped, homebound and hospitalized, orthopedically handicapped, speech handicapped, and visually handicapped. Procedures for operating such programs are outlined, and information concerning staffing, financing, and reporting progress is provided. Detailed for each exceptionality are legal definition of the handicap, identification and selection procedures, pupil groupings, classroom location and facilities, teacher certification requirements, reimbursement procedures or reimbursable categories. and procedures for establishing and maintaining a program. Appended are certification requirement, sample forms, the South Carolina Special Education Act of 1967, and information on funds available for training teachers of exceptional children. (KW)

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# ADMINISTRATOR'S GUIDE
## TO PROGRAMS FOR EXCEPTIONAL CHILDREN

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# ADMINISTRATOR'S GUIDE to Programs for Exceptional Children

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# Foreword

Since the introduction of public education to our culture, exceptional children have presented educators an imposing challenge. Within the past decade this challenge has inspired extensive research, evaluation, and re-evaluation in methodology and materials for instructing handicapped children. These new approaches have interested many educators in organizing and implementing sound programs for exceptional children in the public schools of our state. To supplement further individual efforts, legislative attention has recently made financial assistance available for expansion in this area.

Progress in special education is one of the most critical needs in our educational system today. To facilitate this growth, the Program for Exceptional Children has prepared the *Administrator's Guide* to provide guidelines and procedures for establishing and maintaining programs in seven areas of exceptionality: the emotionally handicapped, the hearing handicapped, the homebound and hospitalized, the mentally handicapped, the orthopedically handicapped, the speech handicapped, and the visually handicapped.

The goal of the State Department of Education is to help local school districts provide effective educational programs for all exceptional children of South Carolina.

CYRIL B. BUSBEE,
*State Superintendent of Education.*

# Introduction

Educational programs for exceptional children in South Carolina function through the cooperative efforts and joint responsibilities of the State Department of Education and local school districts. The purpose of this manual is to help local administrators meet their initial responsibilities in planning for the establishment of and maintenance of adequate programs for exceptional children in their schools. Procedures for operating these programs are outlined and information concerning staffing, financing, and reporting progress is given.

No suggestions are made concerning classroom procedures, teaching practices, and curriculum development as these are specific responsibilities of the Program for Exceptional Children consultants in each area of exceptionality. These consultants are available and ready to assist local districts in planning and implementing programs to meet the needs of all exceptional children.

W. BRUCE CROWLEY,
*Director,*
*Office of General Education.*

# Philosophy of the Program for Exceptional Children

Schools have the general problem of developing and conducting a program of education for all pupils and the special problem of making adjustments and adaptations to meet individual needs. Students must be prepared to meet their obligations and make their contributions to society and be given an opportunity to develop fully their potentials as individuals.

Education for the exceptional child is a specific area of general education. An exceptional child is one who deviates either psychologically or physiologically from the normal to the extent that special classes, special services, or special facilities are required to enable him to reach his maximum potential. His chances of nearing such a goal are enhanced when varied teaching, curricula, and facilities are provided—geared to his level, capacity, limitations, and characteristics. Recognition and identification of the exceptional child with individualized problems is the first step in educational assistance.

While it is recognized and accepted that some children require residential placement, we believe that the vast majority of exceptional children can and should, when possible, remain at home and receive their education in a public school setting. We further believe that optimum educational opportunities require multi-agency cooperation and coordination.

The staff of the Program for Exceptional Children realizes fully its responsibilities to the exceptional children of South Carolina and to the educators who must administer these special educational endeavors. It shall be our purpose to provide leadership in planning and implementation, financial assistance when possible, and to maintain a program of continuous research and evaluation in order that those handicapped children of our state realize their maximum potentials.

# Rules and Regulations Governing Programs for Exceptional Children

1. To be eligible for state aid for teachers, excess cost, and transportation when applicable, any program for exceptional children shall be under the supervision and administration of a public district or county school system.

2. Pupils enrolled for state aid purposes in a program for exceptional children shall be evaluated and recommended for special placement or special services according to the guidelines set forth by the State Department of Education.

3. Personnel employed for approved programs for exceptional children shall hold certificates issued in accordance with the rules and regulations of the State Board of Education.

4. Pupils enrolled for state aid purposes in a program for exceptional children shall be at least six years of age on or before November 1, except hearing handicapped children who shall be at least four years of age on or before November 1.

5. The school day for educable mentally handicapped, physically handicapped, and emotionally disturbed children shall be a minimum of five hours. The school day for trainable mentally handicapped shall be a minimum of four hours. The school day for four- and five-year-old hearing handicapped children shall be a minimum of three hours.

6. Each school shall maintain adequate records on the physical, social, mental, and emotional development of each child as recommended in the guidelines. Each school shall forward to the State Department of Education those forms which are necessary and requested.

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# Educable Mentally Handicapped

## DEFINITION

"Educable mentally handicapped children means children of legal school age who, because of retarded mental growth, are incapable of being educated profitably and effectively through ordinary classroom instruction, but who may be expected to benefit from special education facilities designed to make them economically useful and socially adjusted."[1]

Educable mentally handicapped children include those children whose I.Q. on an individual psychological examination (Stanford Binet or Wechsler) falls between the limits of 50 and 70.

## IDENTIFICATION AND SELECTION PROCEDURES

### SCREENING

A method should be devised which will adequately screen possible candidates for the class. The following are suggested:

1. Annual Survey of the Handicapped—The annual survey of handicapped children may be used to identify those who need special class consideration.
2. Group Intelligence Tests—Consideration should be given to every child whose group intelligence test score is less than 75 or 80.
3. Group Achievement Tests—Consider every child whose achievement test results are two or more years below that expected for his chronological age.
4. Individual Intelligence Tests—Certain individual tests may be administered to primary and pre-school children by a guidance person or other designated school personnel with effective screening results. The following are suggested:
   a. The Peabody Picture Vocabulary Test
   b. The Slosson Intelligence Test

### EVALUATION

An individual psychological examination must be administered by a person whose qualifications have been approved by the State Board of Education. (See Appendix A, pp. 30-31.) A case study should be completed on each child by the local attendance supervisor, social worker, or other available qualified personnel.

### PLACEMENT

A placement committee appointed by the superintendent should review the cumulative record, health record, case history, and psychological report and make recommendations to the school administrator regarding placement in the special class.

1. Membership
   The committee should consist of at least three members. Members should know the child and/or his family and represent as many different professions as possible. The committee may include:
   a. Superintendent
   b. Principal
   c. Supervisor of Special Education
   d. Special Education Teacher
   e. School Counselor
   f. Psychologist
   g. Physician
   h. Social Worker
   i. School Nurse
   j. Other Appropriate Personnel
2. Responsibilities
   The committee should make recommendations concerning each child's admission, retention and dismissal from the special education program and be responsible for reviewing each child's case at least twice during the academic year.
   The committee should recommend specific educational, social and emotional goals and methods for achieving these goals while the child is in the special education program.

## PUPIL GROUPINGS

The following grouping by age is recommended:

a. Primary Class—Ages 6 through 9
b. Intermediate Class—Ages 10 through 12
c. Junior High Class—Ages 13 through 15
d. Senior High Class—Ages 16 through 18 or older

[1] Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967. (See Appendix C)

## CLASSROOM LOCATION AND FACILITIES

A classroom should be secured which will meet the requirements for a regular classroom.

## TEACHER CERTIFICATION REQUIREMENTS

All teachers employed for approved classes must hold certificates issued in accordance with rules and regulations of the State Board of Education. (See Appendix A, p. 26.) If a teacher is not fully certified, an Application to Teach Out of Certified Field must be submitted to the State Department of Education.[2] (See Appendix B, p. 35.)

## REIMBURSEMENT PROCEDURES

In accord with the South Carolina Code of Laws, state aid for teachers of educable mentally handicapped children shall be allowed for a teacher employed with an average daily attendance of ten students.

In order to receive state aid under these terms, a local school district must submit a narrative description of the proposed program to the State Department of Education, Program for Exceptional Children. Instructions for this report will be provided by the state office. Such a narrative report is required only when a new program is initiated or when there is an organizational change within an existing program.

## INSTRUCTIONAL MATERIALS

Textbooks and other instructional materials have been adopted for educable mentally retarded classes and are included in the complete adopted textbook list for use in South Carolina public schools, 1968-69. Most of these materials are available under the free textbook program. Application forms for both the free material and supplementary material are available from the Office of Textbooks, State Department of Education.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

The following steps are recommended to administrators in establishing and maintaining a program for educable mentally handicapped children:

1. The superintendent should appoint a planning or placement committee as recommended under "Placement" above.
2. The Consultant, Mentally Handicapped, should meet with the planning or placement committee to make further plans for screening, evaluation and class placement.
3. Methods of screening suggested under "Screening" should be used to select pupils for this program.
4. An individual psychological examination should be administered by a qualified psychologist and recommendations made to the placement committee.
5. The proposed plan of operation (Form PEC 101) should be completed in duplicate. The original should be submitted to the Program for Exceptional Children and one copy retained by the local district.
6. The application for approval (Form PEC 102) should be completed in duplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local school district.
7. The application for approval of the teacher on state aid (Form PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local school district.

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[2] This applies to teachers in all areas of exceptionality. Forms may be secured from the Program for Exceptional Children.

# Emotionally Handicapped

## DEFINITION

"Emotionally handicapped children means children of legal school age with demonstrably adequate intellectual potential who because of emotional, motivational or social disturbances are unable to benefit from or participate in the normal classroom of the public schools but who may be expected to benefit from special instruction and services suited to their needs."[1]

## IDENTIFICATION AND SELECTION PROCEDURES

### Screening

The local school district should design and implement a continuous screening process to determine those children who may need help with emotional, social or motivational problems. By employing an ongoing screening process, the district will better be able to judge the scope of the problem and thus plan a more effective program. Some suggested methods of screening are referrals from teachers, guidance counselors, and other personnel; recommendations from physicians and mental health centers; formal testing.

### Evaluation

Each candidate should be appraised in each of these areas:

1. Intelligence — Candidates must fall within the normal range of intelligence or must be judged to possess such potential, based upon findings of a certified psychological examiner employing approved individual intelligence tests.[2] (See Appendix A, pp. 30-31.)
2. Family History — A school social worker or other appropriate person should secure from the parents or guardian an extensive history of the child and his family, including a parental evaluation of the child's present difficulties.
3. School record — An educational appraisal should be made of each candidate including such items as school history and academic levels. It should include a remediation program with a plan for operation and other pertinent educational information.
4. Medical — A physical examination should be administered by a licensed physician and a written report of the findings filed with the proper school officials.
5. Psychological—An extensive psychological evaluation of the candidate should be made by a qualified psychiatrist and/or psychologist. (See Appendix A, pp. 30-31.) The report should include a description of the disturbance and the degree to which the child recognizes his problem, an estimate of the child's potential for growth and ability to profit from special class placement, and recommendations for educational planning.

### Placement

A placement committee, appointed by the superintendent, should make the decision regarding a child's placement after a thorough study of the data collected. Criteria for placement in the special instructional program should emphasize the likelihood of the program contributing to the pupil's adjustment and educational growth as well as consideration of the effect of the pupil's presence upon others in a group situation.

1. Membership

   The committee should consist of not less than five members and may vary from child to child. Persons chosen should have had contact with the child and/or his family and represent as many different professions as possible. The committee may include:

   a. Superintendent
   b. Principal
   c. Supervisor of Special Education
   d. Regular Homeroom Teacher
   e. Special Education Teacher
   f. School Counselor
   g. Psychiatrist
   h. Psychologist
   i. Physician
   j. School Nurse
   k. Other Appropriate Personnel

   It is recommended that the special education teacher be a member of each child's placement committee.

[1] Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967. (See Appendix C)

[2] *Ibid.*

2. Responsibilities

   The committee should make recommendations concerning each child's admission, retention and dismissal from the special education program and be responsible for reviewing each child's case at least twice during the academic year.

   The committee should recommend specific educational, social, and emotional goals and methods for achieving them while the child is in the special education program.

## PUPIL GROUPINGS

The primary class should be located in an elementary school and composed of those children who, by chronological age, should be in the first, second, or third grades.

The intermediate class should be located in an elementary school and composed of those children who, by chronological age, should be in the fourth, fifth, or sixth grades.

The junior high class should be located in a junior high or secondary school and composed of those children who, by chronological age, should be in the seventh, eighth, or ninth grades.

The senior high class should be located in a senior high or secondary school and composed of those children who, by chronological age, should be in the tenth, eleventh, or twelfth grades.

The day care center class should be operated in conjunction with a Mental Health Center or other day care facility. This program is planned for children who are too disturbed to be in the public school classes for emotionally disturbed children, but who receive treatment and therapy at the center or other facility. The teacher works as a part of the treatment team and is responsible for the child's educational program while remaining under the control and supervision of the local school district.

## TEACHER CERTIFICATION REQUIREMENTS

All teachers employed for approved classes are required to hold certificates issued in accordance with the rules and regulations of the State Board of Education. (See Appendix A, p. 27.)

## REIMBURSABLE CATEGORIES

### State Aid to Teachers

In accord with the South Carolina Code of Laws, state aid for teachers of emotionally handicapped children shall be allowed for a teacher employed with an average daily attendance of eight students.

In order to receive state aid under these terms, a school district must submit a narrative description of the proposed program to the State Department of Education, Program for Exceptional Children. Instructions for this report will be provided by the state office. Such a narrative report is required only when a new program is initiated or there is an organizational change within an existing program.

### Excess Cost

School districts operating programs for emotionally handicapped pupils are eligible for reimbursement of certain costs incurred in operating such a program. This reimbursement is in addition to the state aid paid to local districts for teacher salaries.

The rate of reimbursement will be determined by the size of the legislative appropriation and the amount of reimbursement requested by the school districts. If possible, all of the requested reimbursement will be paid; if not, the amount of reimbursement will be prorated according to the funds requested and the funds available. Areas in which reimbursement may be requested include personnel, professional services, instructional materials, and equipment.

1. Personnel—School districts are eligible for reimbursement of the salaries of classroom assistants, teacher aides, or other personnel needed for an effective program. Supervisory, administrative, and consultative personnel may also be reimbursed for their services to the program.
2. Professional Services — Professional services required for pupil evaluation or in the ongoing program which cannot be supplied by the local school districts may be reimbursed by state funds.
3. Instructional Materials—Expenditures for instructional materials not required for a regular class will be reimbursable when the materials cannot be supplied

by the local school district. Such materials may include games, audio-visual aids, textbooks, workbooks, and mechanical devices.

4. Equipment — Expenditures for equipment necessary for an effective program and not available from the school district may be reimbursed. Items may include audio-visual, manipulative, and therapeutic equipment; special classroom furniture, shelving, and cabinets; and other devices necessary to meet the specific needs of the program.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

The following steps are recommended to administrators in establishing and maintaining a program for emotionally handicapped children:

1. A study committee should be appointed by the superintendent to identify the specific needs of the district, survey the available resources, and begin to plan a district program.
2. The Consultant, Emotionally Handicapped, from the State Department of Education, Program for Exceptional Children, should meet with the committee to make further plans for screening, evaluation, and program organization.
3. A screening process should be designed and implemented to determine the scope of the problem.
4. Those students identified by the screening process should be evaluated in the areas described in the guidelines.
5. A narrative report describing the program should be filed in duplicate with the State Department of Education, Program for Exceptional Children (Form PEC 20-EH). Upon approval, a copy of this report will be returned to the local school district.
6. An application for state aid for each teacher in the program (Form PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval, one copy will be returned to the local school district.
7. The requested reimbursement for annual expenditures (Form PEC 21-EH) should be completed in triplicate. Two copies should be submitted to the Program for Exceptional Children and one retained by the local school district. Reimbursement request forms will be mailed to the district on or before April 1 each year. In order for districts to receive reimbursement funds, all requests must be returned to the Program for Exceptional Children by June 1 of each year.

# Hearing Handicapped

## DEFINITION

"Hard of hearing children means children of sound mind of the age of four years and older who are certified by a licensed physician[1] that they suffer from any disability making it impractical or impossible for them to benefit from or participate in the normal classroom program of the public schools because of an impairment to their hearing facilities."[2]

Hearing-impaired children may, according to the degree of hearing loss, be classified as: (a) deaf pupils—those in whom the sense of hearing is nonfunctional for the ordinary purposes of life; (b) hard-of-hearing pupils—those in whom the sense of hearing, although defective, is functional with or without the use of a hearing aid.

Depending upon the time of onset of deafness, the hearing-impaired children may be further classified as: (a) "the congenitally hearing-impaired"—those born with a hearing impairment or who suffered a hearing loss prior to the establishment of a language pattern; (b) "the adventitiously-hearing-impaired" — those born with normal hearing but who suffered a hearing loss after a pattern of language had been developed.

## IDENTIFICATION AND SELECTION PROCEDURES

### Screening

The school district should develop a system whereby the hearing of all pupils is evaluated each year. This may be done by teacher referral, the Oral Hearing Screening Test (copies may be obtained from the Program for Exceptional Children), or with an audiometer.

### Evaluation

Pupils with suspected hearing impairment should receive pure tone threshold testing with an audiometer. All pupils should have an audiometric evaluation of their hearing periodically. Those who show sufficient hearing loss in either ear (an average of 20 db with ASA calibration, or 30 db with ISO calibration) should be referred to an otologist for a medical examination and further testing. Included in the evaluation should be recommendations for the placement and instruction of each pupil tested. This information should be recorded in the pupil's permanent record and made available to the classroom teacher.

### Placement

A placement committee, appointed by the superintendent, should make the decision regarding a child's educational placement after a thorough study of the data collected.

1. Membership

   The committee should consist of not less than three members. Persons chosen should have had contact with the child and/or his family and should represent as many different professions as possible. The committee may include:

   a. Superintendent
   b. Principal
   c. Supervisor of Special Education
   d. Special Education Teacher
   e. School Counselor
   f. Psychologist
   g. Physician
   h. Social Worker
   i. School Nurse
   j. Other Appropriate Personnel

2. Responsibilities

   With data from school records, the Annual Survey of the Handicapped, intelligence and achievement tests, and audiological reports of an otologist and/or an audiologist, the placement committee should recommend pupils for final evaluation and placement in classes for the hearing handicapped. The committee should make recommendations concerning each child's admission, retention and dismissal from the class for hearing handicapped and be responsible for reviewing each child's case at least twice during the academic year.

[1] Physician is interpreted to mean otologist.

[2] Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967. (See Appendix C)

## PUPIL GROUPINGS

The following recommendations and class placement guidelines are suggested for the education of hearing handicapped children:

1. General Recommendations
   a. Mild to Moderate Handicaps

      Pupils considered by the evaluator to have significant hearing losses should be recommended for preferred seating within the classroom. If a hearing handicapped child has defective speech and he is unable to attend a class for the hearing handicapped, he should be referred to a speech clinician for therapy. Amplification should be provided, if recommended by an otologist, prior to attempting speech therapy.

      An exceptional student may, in spite of a severe hearing loss, make adequate progress in a regular class when tutoring and training in lipreading are provided.

   b. Severe to Total Hearing Loss

      If a hearing loss is sufficient to make a pupil's adequate adjustment in the regular class impossible, he should be referred to a class for hard-of-hearing pupils or a class for deaf pupils, depending upon the extent of his problem.

      If no class for the hearing handicapped is available or feasible within the school system, these pupils may be referred to the South Carolina School for the Deaf.

2. Guidelines for Class Placement
   a. No more than a three-year span in age should be involved in pupil placement within a class for the hearing handicapped.
   b. Hard-of-hearing and deaf pupils ideally should not be mixed in the same class. Certain circumstances, however, may dictate a limited amount of mixing, and each situation should, therefore, be evaluated on its own merit.
   c. Readmission to a regular classroom should be attempted when possible. This may involve returning to the class for the hearing impaired for a portion of the day until readjustment is completed.
   d. Pupils whose primary handicap is a hearing loss should not be included in special education classes with pupils whose primary or only disability is other than a hearing loss.

## CLASSROOM LOCATION AND FACILITIES

### Location

The classroom should be located in a quiet area of the school. In this way, amplification may be used to its best advantage without increasing ambient noises for the pupils. The classroom should be well lighted, without glare from the windows, in order to allow for ease in lipreading and seeing printed material. Instruction of the hearing handicapped is primarily visual.

### Facilities

1. Group amplification should be available for the class.
2. Pupils who could benefit from the use of a hearing aid should have one and be required to wear it when its use is essential to classroom participation.
3. The school should have the necessary equipment available or should make the proper arrangements to evaluate the hearing and speech reception of each pupil annually.
4. Material and equipment (chalk boards, felt boards, charts, display racks, projectors, pictures, etc.) should be available for the visual instruction of pupils.

## TEACHER CERTIFICATION REQUIREMENTS

Teacher Certification Requirements are designated by the Office of Teacher Education and Certification, State Department of Education. (See Appendix A, p. 27.)

## REIMBURSABLE CATEGORIES

### State Aid to Teachers

In accord with the South Carolina Code of Laws, state aid for teachers of hearing handicapped children shall be allowed for a teacher employed with an average daily attendance of eight pupils. To receive state aid under these terms, a local school district must submit a narrative description of the

proposed program to the State Department of Education, Program for Exceptional Children. Instructions for this report are provided by the Program for Exceptional Children office. Such a narrative report is required only when a new program is initiated or when there is an organizational change within an existing program.

EXCESS COST

Any school district operating special classes for hearing handicapped children in accordance with Act 882 of 1958 shall be eligible for reimbursement up to 85 per cent of the costs incurred in operating such classes. Such reimbursement shall be in addition to the reimbursement for teachers' salaries, but shall be limited to an amount not to exceed $150 per child in average daily attendance per year. This provision shall not apply in the case of individual children receiving homebound instruction or to transportation.

1. Personnel—School districts are eligible for reimbursement of the salaries of classroom assistants, teachers' aides, nurses, lunchroom workers, maintenance workers, or personnel other than the classroom teacher needed for the proper operation of the program. Supervisory, administrative, and consultative personnel may be reimbursed when their responsibilities to the special program necessitate additional hours of work.
2. Special Instructional Materials—Reasonable necessary expenditures for special instructional materials will be reimbursable. Such materials shall include expendable materials used for daily instruction, games, audio-visual materials, textbooks, workbooks and mechanical devices.
3. Special Equipment—Reasonable necessary special equipment will be reimbursable. Such equipment may include audio-visual, manipulative, therapeutic devices, special classroom furniture, shelving, cabinets, and other devices necessary to meet the specific needs of the classes.

TRANSPORTATION

The General Assembly makes annual appropriations for the transportation of hearing handicapped children.

1. Responsibility—The district superintendent of education has the responsibility of administering the local program, developing a transportation plan providing for equitable use of the funds received, and maintaining adequate records of receipt and disbursement of funds.
2. Limitations on the use of funds are as follows:
   a. Each school district operating a program for Trainable Mentally Handicapped and/or Physically Handicapped Children approved by the State Department of Education, Program for Exceptional Children, may be reimbursed for the cost of transporting such pupils at the rate of $70 per pupil per year or the cost of such transportation, whichever is the lesser amount. If the request for funds exceeds the appropriation, a pro rata share will be distributed.
   b. The funds may be used *only* for transportation of eligible pupils.
   c. To qualify the pupil must be enrolled for at least 35 days in a class for hearing handicapped pupils approved by the State Department of Education, Program for Exceptional Children.
   d. At the beginning of the school year the district superintendent must submit to the State Department of Education, Program for Exceptional Children, a general plan of transportation and an estimate of the cost of such transportation for approval. At the end of the school year a detailed statement of expenditures and a request for reimbursement must be submitted to the Program for Exceptional Children. After approval of the reimbursement request the funds are forwarded to the County Treasurer to the credit of the school district.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

The following steps are recommended to administrators in establishing and maintaining a program for hearing handicapped children:

1. A planning committee should be appointed by the superintendent to identify the specific needs of the district, survey the available resources, and begin to plan a program. Due to the small percentage of hearing handicapped children per population, districts and counties may wish to establish a combined program.
2. The Consultant, Hearing Handicapped, should meet with the planning committee to make further plans for screening, evaluation, program organization, and class placement.
3. A report of the otological examination and other physical examinations as needed for each pupil candidate should be furnished for the school record by the examining physician.
4. An individual psychological evaluation should be completed by a qualified psychologist if mental retardation is suspected. (See Appendix A, pp. 30-31.)
5. The proposed plan of operation (Form PEC 30-HH) should be submitted to the Program for Exceptional Children and a copy retained by the local district.
6. The application form (PEC 31-HH) must be completed in duplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
7. The application for approval of teacher aid (Form PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
8. At the beginning of each school year, two copies of the proposed plan for the transportation of mentally and physically handicapped children (Form PEC 103) must be completed and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
9. Four copies of the requisition for funds for transportation of handicapped children (Form PEC 104) must be completed. Three copies should be submitted to the Program for Exceptional Children and one copy retained by the local district. The following time schedule should be observed:
   a. Reimbursement request forms will be mailed to the local districts on or before April 1 each year.
   b. The deadline for receiving reimbursement requests from local districts will be June 10 of each year.
10. Four copies of the requested reimbursement for annual expenditures (Form PEC 105) must be completed. Three copies should be submitted to the Program for Exceptional Children and one copy retained by the local district. The following time schedule should be observed:
    a. Reimbursement request forms will be mailed to the local districts on or before April 1 each year.
    b. The deadline for receiving reimbursement requests from local districts will be June 10 each year.

# Homebound

## DEFINITION

Homebound instruction is provided for those children who because of illness, accident, or congenital defect cannot, even with the aid of transportation, be assembled in a school.

Excluded from the program are children who are mentally retarded but not physically disabled and children whose only disability is speech, hearing or vision. Children who are both physically handicapped and mentally retarded may be included in the program provided that they are classified as "educable mentally retarded." When retardation is suggested, an individual psychological evaluation by a qualified psychological examiner is required. (See Appendix A, pp. 30-31.)

## ELIGIBILITY REQUIREMENTS

For a pupil to be eligible for homebound instruction, a licensed physician must state in writing that the child is unable to attend school even with transportation, but may be expected to profit from instruction given in the home.

A child is eligible for homebound instruction on the day following his last day of school attendance.

## CONTINUING OR PERMANENT HOMEBOUND INSTRUCTION

Every child is entitled to nine months of instruction each year. Children who are permanently homebound or whose absence from school is for a year or longer are entitled to 72 periods of homebound instruction each year for so long as they are of legal school age.

## SUMMER HOMEBOUND INSTRUCTION

The State Board of Education regulation passed on May 18, 1956, states:

> "Children who are eligible for homebound teaching during the school year, who do not receive their full entitlement of two one-hour periods per week during the period of eligibility, may be taught two one-hour periods per week during the summer months provided that:
>
> 1. The child is still eligible for home instruction during the summer.
> 2. The number of periods does not exceed the full entitlement."

It should be noted here that in order to receive summer homebound instruction the child must actually be homebound during the summer.

Children who become homebound during the summer are not eligible for homebound instruction during the same summer. Eligibility begins only if they are still homebound when the next term of school starts.

## NUMBER AND LENGTH OF PERIODS

According to the State Board ruling of April 16, 1954, "Homebound instruction sponsored by state funds will be limited to two periods of one hour each per week. Two such periods shall be the equivalent of five days attendance in school."

While in many cases local school systems may find it desirable to provide more than two one-hour periods of instruction, reimbursement from the state may be received only for two one-hour periods each week.

One two-hour period cannot be substituted for reimbursement purposes. If more instruction is desirable, the district or other interested persons must provide the additional funds.

## REIMBURSEMENT PROCEDURES

For instructing eight one-hour periods per month, the teacher of the homebound shall receive one-tenth of the monthly state aid salary to which his certificate entitles him. For teaching ten children for eight one-hour periods per month, each, the full-time teacher of the homebound shall receive the full state aid salary to which his certification entitles him. Reimbursement may be received from the state only on the basis of two one-hour periods each week.

At the secondary level, two teachers may be employed to instruct a homebound student provided that the total instructional time does not exceed two one-hour sessions per week. The names and certification requirements of both teachers must be shown on the application (Form PEC 40-H). In the case of two teachers instructing the same homebound student, each teacher shall receive 1/20 of the state aid salary to which his certificate entitles him.

The state does not reimburse local school systems for travel expenses incurred by the teacher of the homebound.

## TEACHERS OF THE HOMEBOUND

When possible the child's regular teacher should provide the homebound instruction. Regular teachers will be reimbursed for instructing no more than two homebound children at the same time.

Full-time teachers of the homebound are required to be regularly certified teachers who meet the requirements for certification in special education. Ten pupils constitute a maximum load for a full-time teacher of the homebound. The full-time teacher will receive a proportionate part of the regular state aid salary to which his certificate entitles him in the event that he teaches less than ten children.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

Absences from school due to illness or accident should be reported by the teacher to the principal with a view toward providing homebound instruction. In most instances, the attendance supervisor, working with the school principals, will make all arrangements for homebound instruction. If the attendance supervisor is unavailable, the principal should find the following procedures helpful:

1. The necessary forms should be obtained from the State Department of Education, Program for Exceptional Children (PEC 40-H, Application for Homebound Instruction).
2. The child's physician should fill out in duplicate the information requested on the lower half of PEC 40-H.
3. When the physician returns the application forms, the principal should complete the top half of (PEC 40-H).
4. The application for homebound instruction should be signed by the district or county superintendent of education and submitted in duplicate through his office to the Program for Exceptional Children for approval.
5. Upon approval a copy will be returned to the office of the superintendent or a designated member of his staff.
6. When notification of approval is received the superintendent should notify the principal, who authorizes the teacher to begin instruction.
7. A final report, giving beginning and ending dates of instruction and the number of instructional periods held, should be submitted by the principal to the superintendent to facilitate his filing a request for reimbursement.
8. At the close of the school year, a report on all pupils who have received homebound instruction during the year (PEC 41H) should be submitted in triplicate to the State Department of Education, Program for Exceptional Children. Receipt and verification of this information is necessary before aid for homebound teachers is paid to the district or county school system. When students are taught during the summer, a supplemental report should be filed when instruction is completed.

# Hospitalized

**PROCEDURES FOR INSTRUCTION**

Procedures for hospital instruction are similar to those for the homebound.

Hospital instruction may be provided a child by local school district personnel even though the child is hospitalized in another district. In such cases one of two procedures may be followed:

1. The child's enrollment may be shifted to the district in which he is hospitalized.
2. The superintendent of the district in which the child is hospitalized may, at the request of the superintendent in the district where the child is enrolled, secure the services of a teacher. Reimbursement for the teacher is received by the county in which the child is enrolled upon termination of instruction. The district in which the child is hospitalized will inform the district in which the child is enrolled of the dates of beginning and ending instruction.

# Orthopedically Handicapped

## DEFINITION

"Physically handicapped children means children of sound mind and of legal school age who suffer from any disability making it impracticable or impossible for them to benefit from or participate in the normal classroom program of the public schools."[1] Orthopedically handicapped children are those who have an impairment which interferes with the normal functions of the bones, joints, or muscles to such an extent and degree as to require the school to provide special facilities and instructional programs.[2] The definition of the physically handicapped in the South Carolina Code subsumes the definition of the orthopedically handicapped.

## IDENTIFICATION AND SELECTION PROCEDURES

### Screening

A method should be devised which will adequately screen possible candidates for the class. The following are suggested:

1. Physicians
2. Crippled Children's Clinic Staff
3. Public Health Nurses
4. Social Workers
5. Welfare Workers
6. Attendance Supervisors
7. Classroom Teachers
8. Parent Groups
9. Other Community Organizations

### Evaluation

A thorough physical examination must be completed by an appropriate physician. An individual psychological examination may be necessary if mental retardation is suspected. A case study should be completed on each child under the supervision of the attendance supervisor, social worker or welfare worker.

### Placement

A placement committee appointed by the superintendent should review the physician's report and health record, cumulative record, case history, and psychological report of each child and make recommendations to the school administrator regarding placement in a special class.

1. Membership

   The committee should consist of not less than three members. Persons chosen should have had contact with the child and/or his family and represent as many different professions as possible. The committee may include:

   a. Superintendent
   b. Principal
   c. Supervisor of Special Education
   d. Special Education Teacher
   e. School Counselor
   f. Psychologist
   g. Physician
   h. Social Worker
   i. School Nurse
   j. Other Appropriate Personnel

2. Responsibilities

   The committee should make recommendations concerning each child's admission, retention, and dismissal from the special education program and be responsible for reviewing each child's case at least twice during the academic year.

   The committee should recommend specific educational, social and emotional goals and suggest methods for achieving these goals while the child is in the special education program.

## CLASSROOM LOCATION AND FACILITIES

Classes and centers for orthopedically handicapped children may be housed in regular public schools or other approved facilities. The facility must be on the ground level or must provide necessary ramps to accommodate wheel chairs. Adequate nearby toilet facilities and outdoor playground area must also be provided. Since the needs of individual orthopedically handicapped children vary widely, plans should be made in consultation with the State Department of Education, Program for Exceptional Children.

## TEACHER CERTIFICATION REQUIREMENTS

All teachers employed for approved education classes are to hold certificates issued in

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[1] Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967. (See Appendix C)

[2] Kirk, S. A., Educating exceptional children. Boston: Houghton Mifflin Company, 1962.

accordance with the rules and regulations of the State Board of Education. (See Appendix A, p. 26.)

## REIMBURSABLE CATEGORIES

### State Aid to Teachers

In accord with the South Carolina Code of Laws, state aid for teachers of orthopedically handicapped children shall be allowed for a teacher employed with an average daily attendance of ten pupils. To receive state aid under these terms, a local school district must submit a narrative description of the proposed program to the State Department of Education, Program for Exceptional Children. Instructions for this report are provided by the Program for Exceptional Children office. Such a narrative report is required only when a new program is initiated or when there is an organizational change within an existing program.

### Excess Cost

Any school district operating special classes for orthopedically handicapped children in accordance with Act 882 of 1958 shall be eligible for reimbursement up to 85 per cent of the costs incurred in operating such classes. Such reimbursement shall be in addition to the reimbursement for teachers' salaries, but shall be limited to an amount not to exceed $150 per child in average daily attendance per year. This provision shall not apply in the case of individual children receiving homebound instruction or to transportation.

1. Personnel—School districts are eligible for reimbursement of the salaries of classroom assistants, teachers' aides, nurses, lunchroom workers, maintenance workers, or personnel other than the classroom teacher needed for the proper operation of the program. Supervisory, administrative, and consultative personnel may be reimbursed when their responsibilities to the special program necessitate additional hours of work.
2. Special Instructional Materials — Reasonable necessary expenditures for special instructional materials will be reimbursable. Such materials shall include expendable materials used for daily instruction, games, audio-visual materials, textbooks, workbooks and mechanical devices.
3. Special Equipment—Reasonable necessary special equipment will be reimbursable. Such equipment may include audio-visual, manipulative, therapeutic devices, special classroom furniture, shelving, cabinets, and other devices necessary to meet the specific needs of the classes.

### Transportation

The General Assembly makes annual appropriations for the transportation of orthopedically handicapped children.

1. Responsibility — The district superintendent of education has the responsibility for administering the local program, developing a transportation plan providing for equitable use of the funds received, and maintaining adequate records of receipt and disbursement of funds.
2. Limitations on the use of funds are as follows:
   a. Each school district operating a program for Trainable Mentally Handicapped and / or Physically Handicapped Children approved by the State Department of Education, Program for Exceptional Children, may be reimbursed for the cost of transporting such pupils at the rate of $70 per pupil per year or the cost of such transportation, whichever is the lesser amount. If the request for funds exceeds the appropriation, a pro rata share will be distributed.
   b. The funds may be used *only* for transportation of eligible pupils.
   c. To qualify the pupil must be enrolled for at least 35 days in a class for orthopedically handicapped pupils approved by the State Department of Education, Program for Exceptional Children.
   d. At the beginning of the school year the district superintendent must submit to the State Department of Education, Program for Exceptional Children, a general plan of transportation and an estimate of the cost of such transportation for approval. At the end of the school

year a detailed statement of expenditures and a request for reimbursement must be submitted to the Program for Exceptional Children. After approval of the reimbursement request the funds are forwarded to the County Treasurer to the credit of the school district.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

The following steps are recommended to administrators in establishing and maintaining a program for orthopedically handicapped children:

1. The superintendent should appoint a committee as recommended under "Placement" above.
2. The Consultant, Orthopedically Handicapped, should meet with the planning committee to make further plans for screening, evaluation, and class placement.
3. The committee should survey the local community to determine the number of children who are probably eligible for such a class.
4. A report of the medical examination of each pupil applicant should be furnished by the attending physician for the school record.
5. An individual psychological examination should be given, if needed, by a qualified psychologist. (See Appendix A, pp. 30-31.)
6. The proposed plan of operation (Form PEC 101) should be completed in duplicate. The original should be submitted to the Program for Exceptional Children and a copy retained by the local district.
7. The application for approval (Form PEC 102) must be completed in duplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
8. The application for approval of teacher for state aid (Form PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
9. At the beginning of each school year, two copies of the proposed plan for the transportation of mentally and physically handicapped children (Form PEC 103) must be completed and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
10. Four copies of the requisition for funds for transportation of handicapped children (Form PEC 104) must be submitted to the Program for Exceptional Children and one copy retained by the local district. The following time schedule should be observed:
    a. Reimbursement request forms will be mailed to the local districts on or before April 1 each year.
    b. The deadline for receiving reimbursement requests from local districts will be June 10 each year.
11. The requested reimbursement for annual expenditures (Form PEC 105) must be completed in triplicate. Two copies should be submitted to the Program for Exceptional Children and one retained by the local district. The following time schedule will be observed:
    a. Reimbursement request forms will be mailed to the local district on or before April 1 each year.
    b. The deadline for receiving reimbursement requests from local districts will be June 1 each year.

# Speech Handicapped

## DEFINITION

"Speech handicapped children means children whose speech deviates so far from the accepted norm that it attracts attention, interferes with communication, and/or causes its possessor to be maladjusted."[1]

## IDENTIFICATION AND SELECTION PROCEDURES

### Screening

Identification of possible speech disorders should be undertaken initially by the individual classroom teacher with the aid of oral screening tests, obtainable from the Program for Exceptional Children, and/or teacher observations during oral reading or conversation.

1. Lists of children with possible speech defects should be compiled and submitted to the principal of each school for referral to the local speech clinician.
2. When no local clinician is available, requests for evaluations should be submitted to the Program for Exceptional Children for dispensation.

### Evaluation

Evaluations shall be administered and recommendations submitted to the local school administrators only by speech clinicians and/or speech pathologists who are fully certified for practice by the State Department of Education.

1. When a local speech clinican is available, evaluations should be administered on the basis of school referrals received from the principal. The clinician's caseload should be selected therefrom.
2. When no local clinician is available and upon request, the Program for Exceptional Children will provide district administrators with a list of personnel available for evaluative services; however, each district will be responsible for securing its evaluator.

[1] Van Riper, Charles, Speech correction, principles and methods. New York: Prentice-Hall, Inc., 1963.

### Placement

Following evaluation by the local speech clinician, individual placements will be made by the clinician with the approval of the local school superintendent. When evaluations are administered by visiting personnel, recommendations will be made to local school administrators with suggestions for classroom aid until a local clinician is employed.

## PUPIL GROUPINGS

When possible, children with speech defects should be grouped homogeneously according to age, defect, and severity of defect.

It is suggested that these groups range from one to three children, with no more than four, in a given period.

It is further recommended that children scheduled for speech therapy under a public school program receive:

A minimum of one thirty-minute session per week

A maximum of three thirty-minute sessions per week

A therapy schedule of no more than 1½ hours per week

## CLASSROOM LOCATION AND FACILITIES

Classroom locations for administering speech therapy should be arranged to the satisfaction of both local school administrators and speech clinicians. These locations will vary from area to area; however, factors to be considered in every program should include the most immediate needs in the area and convenience to all schools to be served.

Suitable physical facilities should be provided in each building designated to house a speech clinic. A room considered satisfactory should be fairly quiet, free from interruption, and should provide sufficient space and ventilation for a minimum of five people. Basic furniture requirements include one desk and five chairs. A full length mirror and a tape recorder should be provided when possible.

## TEACHER CERTIFICATION REQUIREMENTS

All speech clinicians employed for approved public school speech programs are required to

hold certificates issued in accordance with the rules and regulations of the State Board of Education. (See Appendix A, pp. 28-29.)

## REIMBURSEMENT PROCEDURES

As stipulated in the South Carolina Code of Laws, state aid is available to local school districts for the employment of a speech clinician, provided the clinician maintains an average caseload of 75 pupils and an average attendance of 80 percent. It is recommended that 115 pupils be regarded as a maximum caseload at any given time.

The state does not reimburse local school systems for expenses incurred by the speech clinician in travel.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

When a program for speech handicapped children is under consideration, the superintendent or coordinator should ask a Consultant, Speech Handicapped, from the State Department of Education, Program for Exceptional Children, to meet with him to make further plans for screening, evaluation, and program development.

## SECURING AND CERTIFYING PERSONNEL

1. The Program for Exceptional Children may be of assistance in providing names of applicants for employment as speech clinicians in South Carolina. Other nearby resources include Columbia College, South Carolina State College, University of North Carolina at Greensboro and University of Georgia.
2. When a speech clinician has been secured, application for certification in the state of South Carolina, if not previously issued, must be filed with the State Department of Education, Office of Teacher Certification. Upon approval of the application, a valid teacher's certificate will be issued. (See Appendix A, pp. 28-29.)

## PROGRAM DEVELOPMENT

When the feasibility of a program for speech handicapped children has been established and a speech clinician employed, the superintendent or coordinator, and speech clinician with a speech consultant, if desired, should devise an organizational structure suited to area needs and schools to be served. The following possibilities may be considered:

1. Itinerant Clinicians
   a. Service to priority schools—After the speech clinician has completed screening in the service area, he and the superintendent or coordinator will select the 5-8 top priority schools. The clinician will schedule a caseload from these selected schools. Each school is visited once a week with each child receiving therapy for one thirty-minute session per week.
   b. Intense Cycling System—The superintendent or coordinator and speech clinician should divide the service area into two groups of schools. One group will receive therapy services for a part of the year, and the other group the remainder of the year. Under this structural plan, services are extended to a wider area but are of shorter duration. Each school is visited twice a week with each child receiving therapy for two thirty-minute sessions per week.
2. Centralized Clinicians
   a. Some speech clinicians are employed in an area suitable to successful centralized instruction. A program utilizing this organization will provide its clinician with a permanent office which may be housed in a centrally located school or the district office. This enables the clinician to administer therapy to children from all schools in the service area. Each child will receive one thirty-minute session per week.

## PROGRAM APPROVAL AND MAINTENANCE

1. Once screening procedures have been initiated, and every fall thereafter, the Program for Exceptional Children will supply the speech clinician with copies or samples of pre-approval forms, final approval forms, articulation cards, evaluation forms, articulation sheets, progress-report forms, and monthly average caseload and attendance forms. These should be utilized as follows:

a. *Forms to be Returned to the Program for Exceptional Children*

(1) The pre-approval form (PEC 60-S) will provide an analysis of children scheduled for therapy according to disorders and grades. The pre-approval form will be submitted to the Program for Exceptional Children in duplicate. Upon approval, the copy will be initialed and returned to the district to signify approval of the initiation of the speech program. Pre-approval forms should be in the office of the Program for Exceptional Children by October 15.

(2) The final approval form (PEC 61-S) will be issued to the speech clinician each spring and will provide an analysis of children scheduled for therapy according to disorders and grades, other significant statistics for the annual report of the Program for Exceptional Children, and an affidavit signifying the average caseload and attendance maintained throughout the year. The affidavit must be completed by the superintendent, signed by the speech clinician and superintendent, and notarized by a certified Notary Public. Upon completion, this form will be submitted in duplicate to the Program for Exceptional Children for final approval. Upon approval, the copy will be initialed and returned to the district. Final approval forms should be in the office of the Program for Exceptional Children by June 5.

b. *Forms to be Maintained in Permanent Records and Individual Files*

(1) An articulation card (PEC 62-S) should be completed for every child enrolled in therapy at the beginning of each year. Articulation cards on individual children should be placed in the clinician's file.

(2) The evaluation form (PEC 63-S) should be completed following the initial evaluation of each child scheduled for therapy and again upon the final evaluation at dismissal. One form should become a part of the permanent record of each child receiving speech therapy.

(3) The articulation sheet (PEC 64-S) should be completed for every child enrolled for therapy and should become a part of his permanent record. One sheet should be completed upon initiation of therapy, and another for each consecutive year he is enrolled. Space should be provided for a yearly final evaluation.

(4) The Program for Exceptional Children will furnish each clinician with a sample copy of the progress report form (PEC 65-S) from which he should compile an adequate supply. These forms should be maintained by the clinician. Progress reports will provide pertinent information regarding progress attained during each session.

c. *Forms to be Kept in the Superintendent's Office*

In addition to the forms to be maintained by the clinician in permanent records and individual files, the superintendent should have in his office a monthly average caseload and attendance report (PEC 66-S). From this record yearly averages should be obtained which stipulate the amount of state aid available for the program.

(1) All forms should be readily available for perusal by personnel of the Program for Exceptional Children upon request.

(2) Date Summary
Pre-approval forms (PEC 60-S)—October 15
Final approval forms (PEC 61-S)—June 5

# Trainable Mentally Handicapped

## DEFINITION

"Trainable mentally handicapped children means children of legal school age whose mental capacity is below that of those considered educable, yet who may profit by a special type of training to the extent that they may become more nearly self-sufficient and less burdensome to others."[1]

An I. Q. range of approximately 25 to 50 shall be considered the usual limits for trainable mentally handicapped children.

## IDENTIFICATION AND SELECTION PROCEDURES

### Screening

A method should be devised which will adequately screen possible candidates for the class. The following are suggested:

1. Pediatricians
2. Public Health Nurses
3. Social Workers
4. Welfare Workers
5. Attendance Supervisors
6. Mental Health Clinic Staff
7. Parent Groups
8. Other Community Organizations

### Evaluation

An individual psychological examination must be administered by a person whose qualifications have been approved by the State Board of Education. (See Appendix A, pp. 30-31.) A case study should be completed on each child by the local attendance supervisor, social worker, or other available qualified personnel.

### Placement

A placement committee appointed by the superintendent should review the cumulative record, health record, case history, and psychological report of each child and make recommendations to the school administrator regarding placement in the special class.

1. Membership
   The committee should consist of at least three members. Persons chosen should have had contact with the child and/or his family and represent as many different professions as possible.

[1] Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967. (See Appendix C)

The committee may include:

a. Superintendent
b. Principal
c. Supervisor of Special Education
d. Special Education Teacher
e. School Counselor
f. Psychologist
g. Physician
h. Social Worker
i. School Nurse
j. Other Appropriate Personnel

2. Responsibilities
   The committee should make recommendations concerning each child's admission, retention, and dismissal from the special education program and be responsible for reviewing each child's case at least twice during the academic year. The committee should recommend specific educational, social and emotional goals and methods for achieving these goals while the child is in the special education program.

## CLASSROOM LOCATION AND FACILITIES

Classes and centers for trainable mentally handicapped children may be housed in regular schools or other approved facilities. The facility should be on the ground floor with adequate toilet facilities and outdoor play area.

## TEACHER CERTIFICATION REQUIREMENTS

All teachers employed for approved classes must hold certificates issued in accordance with the rules and regulations of the State Board of Education. (See Appendix A, p. 26.)

## REIMBURSABLE CATEGORIES

### State Aid to Teachers

In accord with the South Carolina Code of Laws, state aid for teachers of trainable mentally handicapped children shall be allowed for a teacher employed with an average daily attendance of eight pupils. To receive state aid under these terms, a local school district must submit a narrative description of the proposed program to the State Department of Education, Program for Exceptional Children. Instructions for this report are pro-

vided by the Program for Exceptional Children office. Such a narrative report is required only when a new program is initiated or when there is an organizational change within an existing program.

EXCESS COST

Any school district operating special classes for trainable mentally handicapped children in accordance with Act 882 of 1958 shall be eligible for reimbursement up to 85 per cent of the costs incurred in operating such classes. Such reimbursement shall be in addition to the reimbursement for teachers' salaries, but shall be limited to an amount not to exceed $150 per child in average daily attendance per year. This provision shall not apply in the case of individual children receiving homebound instruction or to transportation.

1. Personnel—School districts are eligible for reimbursement of the salaries of classroom assistants, teachers' aides, nurses, lunchroom workers, maintenance workers, or personnel other than the classroom teacher needed for the proper operation of the program. Supervisory, administrative, and consultative personnel may be reimbursed when their responsibilities to the special program necessitate additional hours of work.
2. Special Instructional Materials — Reasonable necessary expenditures for special instructional materials will be reimbursable. Such materials shall include expendable materials used for daily instruction, games, audio-visual materials, textbooks, workbooks and mechanical devices.
3. Special Equipment—Reasonable necessary special equipment will be reimbursable. Such equipment may include audio-visual, manipulative, therapeutic devices, special classroom furniture, shelving, cabinets, and other devices necessary to meet the specific needs of the classes.

TRANSPORTATION

The General Assembly makes annual appropriations for the transportation of trainable mentally handicapped children.

1. Responsibility — The district superintendent of education has the responsibility for administering the local program, developing a transportation plan providing for equitable use of the funds received, and maintaining adequate records of receipt and disbursement of funds.
2. Limitations on the use of funds are as follows:
   a. Each school district operating a program for Trainable Mentally Handicapped and / or Physically Handicapped Children approved by the State Department of Education, Program for Exceptional Children, may be reimbursed for the cost of transporting such pupils at the rate of $70 per pupil per year or the cost of such transportation, whichever is the lesser amount. If the request for funds exceeds the appropriation, a pro rata share will be distributed.
   b. The funds may be used *only* for transportation of eligible pupils.
   c. To qualify the pupil must be enrolled for at least 35 days in a class for trainable mentally handicapped pupils approved by the State Department of Education, Program for Exceptional Children.
   d. At the beginning of the school year the district superintendent must submit to the State Department of Education, Program for Exceptional Children, a general plan of transportation and an estimate of the cost of such transportation for approval. At the end of the school year a detailed statement of expenditures and a request for reimbursement must be submitted to the Program for Exceptional Children. After approval of the reimbursement request the funds are forwarded to the County Treasurer to the credit of the school district.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

The following steps are recommended to administrators in establishing and maintaining a program for trainable mentally handicapped children:

1. The appointment of a planning or placement committee by the superintendent is recommended. (See "Placement" above.)

2. The Consultant, Mentally Handicapped, should meet with the planning committee to make further plans for screening, evaluation, and class placement.
3. The committee should survey the local community to determine the number of children who are probably eligible for such a class.
4. A report of the medical examination of each pupil applicant should be furnished by the family physician for the school record.
5. An individual psychological examination should be given by a qualified psychologist and recommendations made to the placement committee.
6. The proposed plan of operation (Form PEC 101) should be completed in duplicate. The original should be submitted to the Program for Exceptional Children and a copy retained by the local district.
7. The application for approval (Form PEC 102) should be completed in duplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
8. The application for approval of teacher for state aid (Form PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
9. At the beginning of each school year, two copies of the proposed plan for the transportation of mentally and physically handicapped children (Form PEC 103) must be completed and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
10. Four copies of the requisition for funds for transportation of handicapped children (Form PEC 104) must be submitted to the Program for Exceptional Children and one copy retained by the local district. The following time schedule should be observed:
    a. Reimbursement request forms will be mailed to the local districts on or before April 1 each year.
    b. The deadline for receiving reimbursement requests from local districts will be June 10 each year.
11. The requested reimbursement for annual expenditures (Form PEC 105) should be completed in triplicate. Two copies should be submitted to the Program for Exceptional Children and one retained by the local district. The following time schedule will be observed:
    a. Reimbursement request forms will be mailed to the local districts on or before April 1 each year.
    b. The deadline for receiving reimbursement requests from local districts will be June 1 each year.

# Visually Handicapped

## DEFINITION

"Physically handicapped means children of sound mind and of legal school age who suffer from any disability making it impracticable or impossible for them to benefit from or participate in the normal classroom program of the public schools."[1] Visually handicapped children are those who are blind or partially sighted. The blind are those whose visual acuity is 20/200 or less in the better eye with the best possible correction or those having a visual field which subtends an angle of 20 degrees or less. Blind children must be educated through channels other than vision. The partially sighted are those whose vision is impaired to the extent and degree as to require special school facilities or special instructional materials and procedures other than those provided in the regular classrooms.[2] The definition of the physically handicapped in the South Carolina Code subsumes the definition of the visually handicapped.

## IDENTIFICATION AND SELECTION PROCEDURES

### Screening

A method should be devised which will adequately screen possible candidates for the class. The following are suggested:

1. Eye Specialists
2. Crippled Children's Clinic Staff
3. Public Health Nurses
4. Social Workers
5. Welfare Workers
6. Attendance Supervisors
7. Classroom Teachers
8. Parent Groups
9. Other Community Organizations

### Evaluation

A thorough ophthalmic examination must be completed on each child including a narrative report from the examining physician explaining the nature, extent, and prognosis of the visual impairment. An individual psychological examination may be necessary if mental retardation is suspected. A case study should be completed on each child under the supervision of the attendance supervisor, social worker or welfare worker.

### Placement

A placement committee appointed by the superintendent should review the physician's report and health record, cumulative record, case history, and psychological report of each child and make recommendations to the school administrator regarding placement in a special class.

1. Membership

   The committee should consist of not less than three members. Persons chosen should have had contact with the child and/or his family and represent as many different professions as possible. The committee may include:

   a. Superintendent
   b. Principal
   c. Supervisor of Special Education
   d. Special Education Teacher
   e. School Counselor
   f. Psychologist
   g. Physician
   h. Social Worker
   i. School Nurse
   j. Other Appropriate Personnel

2. Responsibilities

   The committee should make recommendations concerning each child's admission, retention and dismissal from the special education program and be responsible for reviewing each child's case at least twice during the academic year.

   The committee should recommend specific educational, social, and material goals and suggest methods for achieving these goals while the child is in the special education program.

## CLASSROOM LOCATION AND FACILITIES

Classes and resource centers for visually handicapped children may be housed in regular public schools or other approved facilities. Adequate nearby toilet facilities and outdoor playground area must be provided.

[1] Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967. (See Appendix C)

[2] Kirk, S. A., Educating exceptional children. Boston: Houghton Mifflin Company, 1962.

## TEACHER CERTIFICATION REQUIREMENTS

All teachers employed for approved special education classes are to hold valid certificates issued in accordance with the rules and regulations of the State Board of Education. (See Appendix A, p. 27.)

## REIMBURSABLE CATEGORIES

### State Aid to Teachers

In accord with the South Carolina Code of Laws, state aid for teachers of visually handicapped children shall be allowed for a teacher employed with an average daily attendance of ten pupils. To receive state aid under these terms, a local school district must submit a narrative description of the proposed program to the State Department of Education, Program for Exceptional Children. Instructions for this report are provided by the Program for Exceptional Children office. Such a narrative report is required only when a new program is initiated or when there is an organizational change within an existing program.

### Excess Cost

Any school district operating special classes for visually handicapped children in accordance with Act 882 of 1958 shall be eligible for reimbursement up to 85 per cent of the costs incurred in operating such classes. Such reimbursement shall be in addition to the reimbursement for teachers' salaries, but shall be limited to an amount not to exceed $150 per child in average daily attendance per year. This provision shall not apply in the case of individual children receiving homebound instruction or to transportation.

1. Personnel—School districts are eligible for reimbursement of the salaries of classroom assistants, teachers' aides, nurses, lunchroom workers, maintenance workers, or personnel other than the classroom teacher needed for the proper operation of the program. Supervisory, administrative, and consultative personnel may be reimbursed when their responsibilities to the special program necessitate additional hours of work.
2. Special Instructional Materials—Reasonable necessary expenditures for special instructional materials will be reimbursable. Such materials shall include expendable materials used for daily instruction, games, audio-visual materials, textbooks, workbooks and mechanical devices.
3. Special Equipment—Reasonable necessary special equipment will be reimbursable. Such equipment may include audio-visual, manipulative, therapeutic devices, special classroom furniture, shelving, cabinets, and other devices necessary to meet the specific needs of the classes.

### Transportation

The General Assembly makes annual appropriations for the transportation of visually handicapped children.

1. Responsibility—The district superintendent of education has the responsibility for administering the local program, developing a transportation plan providing for equitable use of the funds received, and maintaining adequate records of receipt and disbursement of funds.
2. Limitations on the use of funds are as follows:
   a. Each school district operating a program for Trainable Mentally Handicapped and / or Physically Handicapped Children approved by the State Department of Education, Program for Exceptional Children, may be reimbursed for the cost of transporting such pupils at the rate of $70 per pupil per year or the cost of such transportation, whichever is the lesser amount. If the request for funds exceeds the appropriation, a pro rata share will be distributed.
   b. The funds may be used *only* for transportation of eligible pupils.
   c. To qualify the pupil must be enrolled for at least 35 days in a class for trainable mentally handicapped pupils approved by the State Department of Education, Program for Exceptional Children.
   d. At the beginning of the school year the district superintendent must submit to the State Department of Education, Program for Exception-

al Children, a general plan of transportation and an estimate of the cost of such transportation for approval. At the end of the school year a detailed statement of expenditures and a request for reimbursement must be submitted to the Program for Exceptional Children. After approval of the reimbursement request the funds are forwarded to the County Treasurer to the credit of the school district.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING A PROGRAM

The following steps are recommended to administrators in establishing and maintaining a program for visually handicapped children:

1. The superintendent should appoint a committee as recommended under "Placement" above.
2. The Consultant, Visually Handicapped, should meet with the planning committee to make further plans for screening, evaluation and class placement.
3. The committee should survey the district to determine the number of children who are probably eligible for such a class. Due to the small numbers of visually handicapped children, districts and counties may wish to plan jointly to work out a combined program.
4. An ophthalmic report and other physical examinations as needed for each pupil candidate should be furnished for the school record by the examining physician.
5. An individual psychological evaluation should be completed by a qualified psychologist if mental retardation is suspected. (See Appendix A, pp. 30-31.)
6. The proposed plan of operation (Form PEC 101) should be completed in duplicate. The original should be submitted to the Program for Exceptional Children and a copy retained by the local district.
7. The application for approval (Form PEC 102) should be completed in duplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
8. The application for approval of teacher for state aid (Form PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
9. At the beginning of each school year, two copies of the proposed plan for the transportation of mentally and physically handicapped children (Form PEC 103) must be completed and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local district.
10. Four copies of the requisition for funds for transportation of handicapped children (Form PEC 104) must be completed. Three copies should be submitted to the Program for Exceptional Children and one copy retained by the local district. The following time schedule should be observed:
    a. Reimbursement request forms will be mailed to the local districts on or before April 1 each year.
    b. The deadline for receiving reimbursement requests from local districts will be June 10 of each year.
11. The requested reimbursement for annual expenditures (Form PEC 105) should be completed in triplicate. Two copies should be submitted to the Program for Exceptional Children and one retained by the local district. The following time schedule will be observed:
    a. Reimbursement request forms will be mailed to the local districts on or before April 1 each year.
    b. The deadline for receiving reimbursement requests from local districts will be June 1 each year.

# APPENDIX A

## Certification Requirements

## CERTIFICATION REQUIREMENTS
## for
## TEACHERS OF EXCEPTIONAL CHILDREN

**Requirements to Teach the Educable Mentally Retarded**

A. A valid teaching certificate which must include:
   1. Human Growth and Development OR (an equivalent) ..... 3
   2. Teaching of Reading ..... 3

B. Required Special Education Courses ..... 9
   1. Introduction OR Psychology of Exceptional Children ..... 3
   2. Nature OR Psychology of the Mentally Retarded ..... 3
   3. Educational Procedures for the Mentally Retarded ..... 3

C. Elective Special Education Courses ..... 6
   (May elect any two)
   1. Art Education for Handicapped Children..... 3
   2. Emotionally Disturbed ..... 3
   3. Principles of Speech Correction ..... 3
   4. Language Development for the Mentally Retarded ..... 3
   5. Psychological and Sociological Aspects of Mentally Retarded ..... 3
   6. Introduction to Rehabilitation and Community Services ..... 3
   7. Behavior Problems ..... 3
   8. Theories of Learning ..... 3
   9. Abnormal Psychology ..... 3
   10. Physical Education and Recreation for the Mentally Retarded ..... 3
   11. Introduction to Guidance ..... 3
   12. Educational Procedures for Culturally or Educationally Handicapped Youth ..... 3
   13. Practicum in Instruction of Exceptional Children ..... 3

**Requirements to Teach the Trainable Mentally Retarded**

A. A valid Elementary Certificate for Early Childhood Education

B. Required Special Education Courses ..... 9
   1. Introduction OR Psychology of Exceptional Children ..... 3
   2. Nature OR Psychology of the Mentally Retarded ..... 3
   3. Educational Procedures for the Mentally Retarded ..... 3

C. Elective Special Education Courses ..... 6
   1. Behavior Problems ..... 3
   2. Principles of Speech Correction ..... 3
   3. Theories of Learning ..... 3
   4. Abnormal Psychology ..... 3
   5. Physical Education and Recreation for Retarded ..... 3
   6. Introduction to Rehabilitation and Community Service ..... 3
   7. Introduction to Guidance ..... 3
   8. Practicum in Instruction of Exceptional Children ..... 3
      OR
   9. Teaching in Nursery School (1 or 2 courses) ..... 3

**Requirements to Teach the Orthopedically Handicapped**

A. Same as Educable Mentally Retarded

B. Required Special Education Courses..... 6
   1. Introduction OR Psychology of Exceptional Children ..... 3
   2. Nature of Crippling and Special Health Problems ..... 3

C. Elective Special Education Courses ..... 9
   1. Educational Procedures for Educable Mentally Retarded ..... 3
   2. Principles of Speech Correction ..... 3
   3. Behavior Problems ..... 3

4. Introduction to Rehabilitation and Community Service ..... 3
5. Theories of Learning ..... 3
6. Abnormal Psychology ..... 3
7. Educational Procedures for the Physically Handicapped ..... 3
8. Physical Education and Recreation of Handicapped Children ..... 3
9. Practicum in Instruction of Exceptional Children ..... 3

**Requirements for Teaching the Emotionally Disturbed**

A. Same as Educable Mentally Retarded

B. Required Special Education Courses ..... 9
1. Introduction OR Psychology of Exceptional Children ..... 3
2. Abnormal Psychology ..... 3
3. Educational Procedures for the Emotionally Disturbed ..... 3

C. Elective Special Education Courses ..... 6
1. Introduction to Guidance ..... 3
2. Art Education for Handicapped Children ..... 3
3. Theories of Personality ..... 3
4. Psychological and Sociological Aspects of Environment ..... 3
5. Physical Education and Recreation for Handicapped Children ..... 3
6. Introduction to Rehabilitation and Community Service ..... 3
7. Practicum in Instruction of Exceptional Children ..... 3

**Requirements to Teach the Hearing Handicapped**

A. Same as Educable Mentally Retarded

B. Required Special Education Courses ..... 6
1. Introduction OR Psychology of Exceptional Children ..... 3
2. Educational Procedures for Teaching the Deaf and/or Hard of Hearing ..... 3

C. Elective Special Education Courses ..... 9
1. Speech Reading ..... 3
2. Emotional Disturbance ..... 3
3. Physiology and Anatomy of the Ear ..... 3
4. Teaching of Language to the Deaf ..... 3
5. Audiology ..... 3
6. Art Education for the Deaf ..... 3
7. Physical Education and Recreation for Handicapped Children ..... 3
8. Psychology of the Deaf ..... 3
9. Practicum in Instruction for Exceptional Children ..... 3

**Requirements to Teach the Visually Handicapped**

A. Same as Educable Mentally Retarded

B. Required Special Education Courses ..... 6
1. Introduction OR Psychology of Exceptional Children ..... 3
2. Educational Procedures for the Blind and/or Partially Seeing ..... 3

C. Elective Special Education Courses ..... 9
1. Braille ..... 3
2. Physiology and Anatomy of the Eye ..... 3
3. Introduction to Rehabilitation and Community Service ..... 3
4. Nature and Needs of Children Who are Blind ..... 3
5. Introduction to Guidance ..... 3
6. Emotional Disturbance ..... 3
7. Sensory Enrichment for Blind ..... 3
8. Physical Education and Recreation for Handicapped Children ..... 3
9. Practicum in Instruction for Exceptional Children ..... 3

## STATE OF SOUTH CAROLINA
## DEPARTMENT OF EDUCATION

## CERTIFICATION REQUIREMENTS FOR PUBLIC SCHOOL SPEECH CORRECTIONISTS

I. Bachelor's Degree

II. Endorsement of training institution certifying competence in conducting speech therapy in public school situations.

III. General Education

| | *Semester Hours* |
|---|---|
| English | 12 |
| Biological and Physical Sciences | 12 |
| Social Studies (At least two fields must be represented) | 12 |
| Health | 2 to 3 |
| Art and Music | 4 to 6 |
| Total | 42 to 45 |

IV. Professional Education

| | |
|---|---|
| A. Human Growth and Development | 6 |
| B. Principles and Philosophy of Education | |
| C. Principles of Learning, Methods and Materials for Classroom Teaching | 6 |
| D. Directed Teaching in Speech Correction (Clinical Practicum—200 clock hours under supervision of qualified therapist. It is recommended that a minimum of 90 hours of the practicum be obtained in a public school situation.) | 6 |
| Total | 18 |

V. Special Preparation in Speech Correction

A. Basic Area ..... 6

*1. Anatomy, Physiology, Mechanics, and Function of the Ear and Vocal Mechanism
2. Phonetics
3. Semantics
4. Speech and Voice Science
5. Psychology of Speech
6. Experimental Phonetics

B. Speech Pathology and/or Correction Courses ..... 12

**1. Stuttering
**2. Articulation—physical and psychogenic causes and correction
3. Voice Disorders

---

* The area indicated by an asterisk must be represented in fulfilling credit requirements for Section A.

** All areas indicated by two asterisks must be represented in fulfilling credit requirements for Section B. Any practicum received in connection with course work in these content areas may be counted in calculating the 200 clock hours of practicum required in Section IV.

*Semester Hours*

4. Cleft Palate
5. Aphasia
6. Cerebral Palsy
7. Psychogenic Speech Problems
8. Pathological Speech Problems

C. Audiology ..... 3
1. Testing of Hearing
2. Introduction to Audiology
3. Auditory Training
4. Speech Reading
5. Speech for the Acoustically Handicapped

D. Psychology ..... 6
1. Human Growth and Development (May be counted in Professional Requirements)
*2. Psychology of Adjustment
*3. Abnormal Psychology

E. Basic Course in Public Speaking ..... 3

Total ..... 30

*One of the two areas indicated by an asterisk must be represented in fulfilling credit requirements for Section D.

## STATE DEPARTMENT OF EDUCATION
## PROGRAM FOR EXCEPTIONAL CHILDREN

### PROVISIONAL CERTIFICATE FOR SPEECH CORRECTIONISTS

A. A provisional certificate will be issued to a candidate who has completed the requirements for special preparation in speech correction but is deficient in the general education and/or professional education areas.

B. All provisional certificates are issued or renewed for one year at a time until full requirements are met.

Policies Governing a Permit for Speech Correctionist

A. A permit will be issued to a candidate who is deficient in special preparation in speech correction provided he has met the requirements listed below.

(a) Phonetics ..... 3
(b) Survey of speech problems ..... 3
(c) Human growth and development ..... 3
(d) Diagnosis and therapy for articulatory defects ..... 6

## CERTIFICATION REQUIREMENTS FOR SCHOOL PSYCHOLOGISTS

**Effective July 1, 1966**

Certification for service as a psychologist in elementary and secondary schools shall be on two levels as follows:

SCHOOL PSYCHOLOGIST—CLASS I

A. Master's degree with a minimum of 36 semester hours of graduate study as set forth below:

| | | *Semester Hours* |
|---|---|---|
| Area 1. | Psychological Foundations—Theoretical and Experimental | 18 |
| | Each of the following areas must be included: | |
| | Experimental Psychology | |
| | Learning Theory | |
| | Educational Psychology | |
| | Personality Theory | |
| | Developmental Psychology | |
| | Psychology of Exceptional Children | |
| Area 2. | Psychological Skills, Methods, and Techniques | 12 |
| | Each of the following areas must be included: | |
| | Clinical Methods: Individual Intelligence Testing | |
| | Clinical Methods: Personality Assessment Techniques | |
| | Statistical Methods, Theory and Procedure | |
| | Remedial Methods in Reading | |
| Area 3. | Educational Foundations and School Organization | 6 |
| | History of Education | |
| | Philosophy of Education | |
| | School Administration | |
| | School Practices and Methods of Teaching | |
| | Curriculum | |
| Area 4. | Successful completion of an internship of one college semester as a school psychologist under the supervision of a certified senior school psychologist. | |

B. Recommendation from the college.

C. Health report, examination made at time of application for certificate.

D. Grade A or B on National Teacher Examination.

NOTE: Psychologists who may be employed by school districts prior to the year 1966 shall be eligible for certification as School Psychologist, Class I, provided they hold a master's degree in the field of psychology. It is expected that by 1966 the holders of such certificates shall have made substantial progress in meeting the requirements for the School Psychologist Certificate, Class I, as set forth above, with at least six semester hours earned within the first two years. For those employed before 1966, three years of experience as school psychologist will waive the internship requirements.

SENIOR SCHOOL PSYCHOLOGIST—CLASS I—ADVANCED

An earned doctor's degree including all requirements for the School Psychologist, Class I, plus 24 semester hours of additional graduate study as listed below:

| | | *Semester Hours* |
|---|---|---|
| Area 1. | Psychological Foundations—Theoretical and Experimental ..... | 9 |
| | Each of the following areas must be included: | |
| | School Psychology (and Group Dynamics) | |
| | Psychology of Mental Retardation | |
| | Psychopathology | |
| Area 2. | Psychological Skills, Methods, and Techniques ..... | 6 |
| | Each of the following areas must be included: | |
| | Psychotherapy | |
| | Experimental Design | |
| Area 3. | Educational Foundations and School Organization ..... | 3 |
| | Three semester hours in fields listed in Area 3 under School Psychologist. | |
| Area 4. | Electives ..... | 6 |
| | An additional 6 semester hours in courses closely related to the student's interests and professional development. Philosophy, mathematics, sociology, and anthropology are recommended. | |

NOTE: Psychologists who may be employed by school districts prior to the year 1966 shall be eligible for certification as Senior School Psychologist, Class I—Advanced, provided they hold a doctor's degree in the field of psychology. It is expected that by 1966 the holders of such certificates shall have made substantial progress in meeting the requirements for the Senior School Psychologist Certificate, Class I—Advanced, as set forth above, with at least six semester hours earned within the first two years. For those employed before 1966, three years of experience as school psychologist will waive the internship requirement.

# APPENDIX B

## Forms

Return in Triplicate

40

# STATE DEPARTMENT OF EDUCATION

**Program for Exceptional Children**

**Columbia, S. C. 29201**

## APPLICATION FOR APPROVAL OF TEACHERS OF EXCEPTIONAL CHILDREN

19__ - 19__

County _____ District or Area Number _____

| | Certificate Number | Name of Teacher | Name of School | Exceptionality * | No. Days Will Teach | Certified |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |
| 22 | | | | | | |
| 23 | | | | | | |
| 24 | | | | | | |
| 25 | | | | | | |

PEC 100

| | Certificate Number | Name of Teacher | Name of School | Exceptionality * | No. Days Will Teach | Certified † |
|---|---|---|---|---|---|---|
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 0 | | | | | | |
| 1 | | | | | | |
| 32 | | | | | | |
| 3 | | | | | | |
| 34 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 37 | | | | | | |
| 8 | | | | | | |
| 39 | | | | | | |
| 0 | | | | | | |
| 1 | | | | | | |
| 42 | | | | | | |
| 3 | | | | | | |
| 44 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 47 | | | | | | |
| 3 | | | | | | |
| 49 | | | | | | |
| 0 | | | | | | |

* EMH = Educable Mentally Handicapped
TMH = Trainable Mentally Handicapped
EH = Emotionally Handicapped
HH = Hearing Handicapped
SH = Speech Handicapped
OH = Orthopedically Handicapped
VH = Visually Handicapped
P = Psychologist

† √ = Yes (Certified in *special education.*)
X = No (In this case a permit application to teach out of certified field must be submitted.)

Chief Supervisor
Program for Exceptional Children

District Superintendent

(Do not write in this space)

PERMIT APPROVED:

Date _____

By: _____

## STATE DEPARTMENT OF EDUCATION

**Division of Teacher Education and Certification**
**Columbia, S. C.**

## APPLICATION TO TEACH OUT OF CERTIFIED FIELD

Date of application _____

(Application Must Be Written in Ink or Typewritten)

(Do not write in this space)

Permit _____

Class _____

Subjects or Fields

_____

_____

_____

_____

_____

Full Name _____

If married give *all* former names below:

_____

Address _____

Teacher's Certificate Number _____

Name of school requesting permit _____

Address of school _____

List *subjects* or *fields* in which you wish a permit _____

Race _____ Sex _____ Date of Birth _____
(Month) (Day) (Year)

Date on which this person began (or will begin) teaching in this field _____

We, the undersigned, having failed to find a properly certified teacher to teach _____ in
(subject)

School District Number _____ in _____ County, and being desirous of employing:

Name _____ to teach for a part or all of this school term, do hereby request the State Board of Education to issue a permit to the above person. We understand that this permit will be issued only for this school term, that it is not renewable, and that the regular rules and regulations of the State Board of Education governing certificates and permits must be complied with if this teacher is to continue teaching.

Requested for School Year _____

_____
(Signature of District Superintendent)

_____
(Signature of Applicant)

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Approved By

Date

DO NOT write in this space

Return in Duplicate

## PROPOSED PLAN FOR TRANSPORTATION OF MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN

This class is to be _____ handicapped children.
(Type of Class)

Name and Address of School _____

_____

County _____ District _____

Please state in narrative form the district's plan for transporting these pupils to and from class.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Date Submitted _____ Signed _____
Administrator or Supervisor

PEC 103

**STATE DEPARTMENT OF EDUCATION**
**Columbia, S. C. 29201**
**1000 Bull Street**
**Program for Exceptional Children**

| |
|---|
| _____ Approved By |
| _____ Date |
| DO NOT write in this space |

**Return in Triplicate**

## REQUESTED REIMBURSEMENT FOR ANNUAL EXPENDITURES

(Transportation)

**Check One**

Physically handicapped classes _____

Trainable Mentally Handicapped Classes _____

County _____ District _____

| List Classes by School and Location | Enrolled (35 days) | ADA |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| TOTALS | | |

| Persons Transporting Pupils for Reimbursement | Number of Pupils | Cost |
|---|---|---|
| 1. | | $ |
| 2. | | $ |
| 3. | | $ |
| 4. | | $ |
| 5. | | $ |
| 6. | | $ |
| 7. | | $ |
| 8. | | $ |
| TOTALS | | $ |

I Certify that this is a valid obligation.

Date _____ 19____

_____
District Superintendent of Schools

PEC 104

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Approved By

Date

DO NOT write in this space

**Return in Triplicate**

## REQUESTED REIMBURSEMENT FOR ANNUAL EXPENDITURES

(Excess Cost)

**Check One**

Physically Handicapped Classes _____

Trainable Mentally Handicapped Classes _____

County _____ District _____

| List Classes by School and Location | Enrolled | ADA |
|---|---|---|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| TOTALS ..... | _____ | _____ |

**Reimbursable Expenditures**

A. Personnel (Teacher Aides, Nurses, Classroom Assistants, etc.)

1. Name _____ Class Location _____
   Position _____ Annual Salary ..... $_____
2. Name _____ Class Location _____
   Position _____ Annual Salary ..... $_____
3. Name _____ Class Location _____
   Position _____ Annual Salary ..... $_____
4. Name _____ Class Location _____
   Position _____ Annual Salary ..... $_____
5. Name _____ Class Location _____
   Position _____ Annual Salary ..... $_____

TOTAL—Annual Expenditures (Personnel) ..... $ _____

PEC 105

B. Special Instructional Materials

| Type of Materials | Location of Class | Cost |
|---|---|---|
| 1. _____ | _____ | $_____ |
| 2. _____ | _____ | $_____ |
| 3. _____ | _____ | $_____ |
| 4. _____ | _____ | $_____ |

TOTAL—Annual Expenditures (Materials) ..... $ _____

C. Special Equipment

| Type of Equipment | Location of Class | Cost |
|---|---|---|
| 1. _____ | _____ | $_____ |
| 2. _____ | _____ | $_____ |
| 3. _____ | _____ | $_____ |
| 4. _____ | _____ | $_____ |

TOTAL—Annual Expenditures (Equipment) ..... $ _____

D. Other Expenditures—DO NOT include **transportation** in this report.

| Description of Expenditure | Location of Class | Cost |
|---|---|---|
| 1. _____ | _____ | $_____ |
| 2. _____ | _____ | $_____ |
| 3. _____ | _____ | $_____ |
| 4. _____ | _____ | $_____ |

TOTAL—Annual Expenditures (Other) ..... $ _____

E. Total Expenditures (A B C D) ..... $ _____

F. Formula for computing Reimbursement:
1. Multiply Total Expenditures by 85% ..... $ _____
2. Multiply $150 by ADA Total for All Classes ..... $ _____
3. Reimbursement Cannot Exceed 1 or 2 above; whichever is Less ..... $ _____

_____
Principal or Supervisor

_____
District Superintendent

Date _____

_____
County Superintendent of Education

PEC 105

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

| |
|---|
| Approved By |
| Date |
| DO NOT write in this space |

rn in Duplicate

## PROPOSED PLAN OF OPERATION FOR SPECIAL CLASS

s class is to be for _____ handicapped children.
(Type of Class)

me and Address of school _____

_____

unty _____ District _____

ength of proposed school day _____

hat provision has been made for pupil lunches? _____

_____

_____

_____

low are pupils to be transported to and from class? _____

_____

_____

_____

What are your plans for further development of a special education program in this area? _____

_____

_____

_____

State the goals and purposes of the proposed program. _____

_____

_____

_____

_____

_____

_____

_____

Date submitted _____

Signed _____
Administrator or Supervisor

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Approved By

Date

DO NOT write in this space

Return in Duplicate

## APPLICATION FOR APPROVAL OF SPECIAL CLASS

This class is to be for _____ handicapped children.
(Type of Class)

Name and Address of school _____

_____

County _____ District or Area _____

Date _____ Date class will begin _____

Age range of pupils _____ Location of classroom _____

Location of nearest toilet _____

Will work tables and storage cabinets be provided? _____

List instructional materials, supplies and special equipment provided _____

_____

_____

Name and address of Examining Physician or Evaluating Psychologist * _____

_____

Name and address of teacher _____

_____

Is this teacher certified in this special area? Yes _____ No _____

If the answer to the above question is NO, complete the following:

Has application for an emergency permit been submitted? Yes _____ No _____

Briefly state this teacher's plans for completing certification requirements:

Superintendent _____

School Address _____

_____

* Physician's report necessary in case of physical handicap.

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Approved By

Date

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urn in Duplicate

# APPLICATION FOR APPROVAL OF A PROGRAM
# for
# EMOTIONALLY HANDICAPPED CHILDREN

Use the narrative report form to supply the following information:

## ROGRAM DESCRIPTION

1. What methods were used to screen potential candidates for this program?
2. Describe the process used to evaluate and place pupils in the program.
3. Briefly describe the relationship of this program to the total school program.
4. What community resources are available to this program, and how are they to be utilized?

## PERSONNEL

1. Describe the personnel to be employed (teacher, teacher aide, psychologist, social worker, etc.) as to education, training, experience and certification status.
2. Give the name, address and function of consultants involved in the program.

County _____ District or Area _____

Name of person directly responsible for the program _____

Address _____

Location of Classes _____

Superintendent's Signature

Date

**Return to:**

**Consultants, Emotionally Handicapped**

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Return in Triplicate

School Year: 19____ 19____

**REQUESTED REIMBURSEMENT FOR ANNUAL EXPENDITURES IN PROGRAM**
**for**
**EMOTIONALLY HANDICAPPED CHILDREN**

(Excess Costs)

County _____ District or Area _____

**Reimbursable Categories**

A. **Personnel** — **Salary**

1. Name _____ $ _____
   Position _____
2. Name _____ $ _____
   Position _____
3. Name _____ $ _____
   Position _____
4. Name _____ $ _____
   Position _____
5. Name _____ $ _____
   Position _____

TOTAL ..... $ _____

B. **Professional Services**

**Type of Service** — **Cost**

1. _____ $ _____
2. _____ $ _____
3. _____ $ _____
4. _____ $ _____
5. _____ $ _____

TOTAL ..... $ _____

C. **Instructional Materials**

| **Type of Material** | **Cost** |
|---|---|
| 1. _____ | $ _____ |
| 2. _____ | $ _____ |
| 3. _____ | $ _____ |
| 4. _____ | $ _____ |
| 5. _____ | $ _____ |
| TOTAL ..... | $ _____ |

D. **Equipment**

| **Type of Equipment** | **Cost** |
|---|---|
| 1. _____ | $ _____ |
| 2. _____ | $ _____ |
| 3. _____ | $ _____ |
| 4. _____ | $ _____ |
| 5. _____ | $ _____ |
| TOTAL ..... | $ _____ |

E. **Total Expenditures** (A B C D) ..... $ _____

I certify that the above information is correct.

_____
District Superintendent

_____
County Superintendent

Date _____

Return in Triplicate to:

Consultants, Emotionally Handicapped

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Approved By

Date

DO NOT write in this space

Return in Duplicate

## PROPOSED PLAN OF OPERATION FOR CLASS OF HEARING HANDICAPPED PUPILS

Class Location: School _____

Town _____ County _____ District _____

Area to be served by the class: _____

Is class to serve: Hard-of-Hearing only? _____ Deaf only? _____ Combined? _____

Limitation of class membership: Age range? _____ Grade levels represented? _____

Length of school day? _____ What provisioons are made for lunch? _____

How are pupils to be transported to and from class? _____

List below the goals and purposes of the program: _____

What are projected educational plans for pupils upon leaving this class? _____

Date: _____

_____
Administrative Supervisor

Return to:

Consultants, Hearing Handicapped

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

| |
|---|
| Approved by |
| Date |
| DO NOT write in this space |

**Return in Triplicate**

**To: Consultant, Hearing Handicapped**

## APPLICATION FOR APPROVAL OF SPECIAL CLASS FOR HEARING HANDICAPPED

Check One:

Hard-of-Hearing (some usable hearing) _____

Deaf (no usable hearing) _____

Hearing Handicapped (deaf & hard-of-hearing) _____

Class Location: School _____ Town _____

County _____ District _____

Area to be served by class _____

Date class will begin _____ Age range of pupils to be enrolled _____

Grade level range of pupils to be enrolled _____ Instructional range of class _____

Will amplification be provided? _____ Individually? _____ Group? _____

What other special equipment will be provided? _____

_____

_____

**Teacher**

Name _____ Address _____

Is teacher certified in this special area? _____

If answer to above question is NO, complete the following:

Has application for an emergecy permit been made? _____

Briefly state teacher's plans for completing certification requirements: _____

_____

_____

Date: _____

_____
Superintendent

_____
School Address

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Approved By

Date

DO NOT write in this space

## APPLICATION FOR HOMEBOUND INSTRUCTION

County _____ District or Area _____

Pupil's Name _____

Date of Birth _____ Sex _____

Name of School where pupil is enrolled _____

Last date pupil attended school _____
Month Day Year

Name of teacher assigned to pupil _____

Certificate No. _____ Group _____ Class _____ Experience _____

I certify that this pupil meets the eligibility requirements as stated in the "Guidelines for Homebound Instruction."

Approved copy should be returned to:

Name _____

Address _____

_____

_____
Superintendent's Signature

_____
Date

## MEDICAL REPORT

Diagnosis _____

Physical Limitations _____

Is pupil able to get to school and participate in program? _____

If "no", do not recommend homebound instruction? _____

If homebound instruction is recommended, what limitations should the teacher observe? _____

_____

Estimated length of time the pupil will be homebound _____

I certify that the pupil's physical and mental condition is such as to make instruction profitable.

_____
Date

_____
Physician's Signature

**Return in Duplicate to:**

**Consultants, Emotionally Handicapped**

PEO 40-H

Return in Triplicate

# ANNUAL REPORT—Education for Homebound Children

County_____ Area or District_____ Date_____, 19____

| Pupils' Names | Instruction | | Number Periods Held | Teachers' Names | Social Security Number | Cert. Number | Gp Cl Gr Exp | |
|---|---|---|---|---|---|---|---|---|
| | Beginning Date | Ending Date | | | | | | |
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PEC Form 41-H

## PRE-APPROVAL FORM

School Year _____

Clinician's Name _____ Certificate No. _____

County _____ District _____

Employment Status: Full-time _____ Part-time _____ No. of days or half-days employed per week _____

| Breakdown by Disorders | Number |
|---|---|
| Articulation | |
| Stuttering | |
| HOH or Deaf | |
| Cleft Palate | |
| Cerebral Palsy | |
| Voice Problems | |
| Other (Specify) | |
| Total | |

| Breakdown by Grades | Number |
|---|---|
| First Grade | |
| Second Grade | |
| Third Grade | |
| Fourth Grade | |
| Fifth Grade | |
| Sixth Grade | |
| Seventh Grade | |
| Eighth Grade | |
| Special | |
| High School | |
| Total | |

_____
Speech Clinician

Approved by:

_____ _____
Superintendent

**Return in Duplicate by October 15**

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**
**Attn.: Consultant, Speech Handicapped**

PEC 60-S

# FINAL APPROVAL FORM

School Year _____

Clinician's Name _____ Certificate No. _____

County _____ District _____

Names of schools in which services provided _____

| Breakdown by Disorders | Number | Breakdown by Grades | Number |
|---|---|---|---|
| Articulation | | First Grade | |
| Stuttering | | Second Grade | |
| HOH or Deaf | | Third Grade | |
| Cleft Palate | | Fourth Grade | |
| Cerebral Palsy | | Fifth Grade | |
| Voice Problems | | Sixth Grade | |
| Other (Specify) | | Seventh Grade | |
| _____ | | Eighth Grade | |
| | | Special | |
| | | High School | |
| Total | | Total | |

Total number of cases scheduled for therapy during the year: _____

Total number of cases dismissed as rehabilitated: _____

Total number of cases dismissed as having achieved their optimum proficiency: _____

Total number of parent conferences held: _____

Total number of individual teacher conferences held: _____

I do hereby certify that _____, certificate number _____, of District _____ of _____ County, has administered speech therapy to an average of _____ pupils during the school year _____, and that these pupils maintained an average attendance of _____ percent.

_____
Speech Clinician

_____
Superintendent

Approved by:

_____

_____
Notary Public

**Return in Duplicate by June 5**

**STATE DEPARTMENT OF EDUCATION**
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

PEC 61-S

Checked

Name _____ Date _____ By _____ Sex _____ Grade _____

School _____ County _____ Birth Date _____

Parent's Name _____ Phone: _____

Parent's Address _____

Occupation _____ Other Children: Older ____ Younger ____

---

Type of Defect _____ Date Enrolled for Therapy _____ Date Therapy Terminated _____

Reason for Termination _____

Remarks:

PEC 62-S

(Front)

| | | Initial | Medial | Final | | | Initial | Medial | Final | | | Initial | Medial | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | p | | | | 10 | t | | | | 19 | s | | | |
| 2 | b | | | | 11 | d | | | | 20 | z | | | |
| 3 | m | | | | 12 | n | | | | 21 | sh | | | |
| 4 | wh | | | | 13 | k | | | | 22 | zh | | | |
| 5 | w | | | | 14 | g | | | | 23 | tsh | | | |
| 6 | f | | | | 15 | ng | | | | 24 | dzh | | | |
| 7 | v | | | | 16 | h | | | | 25 | j | | | |
| 8 | u.v. th | | | | 17 | l | | | | | | | | |
| 9 | v. th | | | | 18 | r | | | | | | | | |

1. tw _____
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8. sl _____
9. spl _____
10. dl _____
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12. zl _____
13. br _____
14. kr _____
15. dr _____
16. fr _____
17. gr _____
18. pr _____
19. skr _____
20. spr _____
21. str _____
22. tr _____
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28. st _____
29. sw _____
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32. ns _____
33. ps _____
34. ts _____
35. sts _____
36. ths _____
37. lz _____
38. dz _____
39. bz _____
40. nz _____
41. ngz _____
42. thz _____
43. mz _____
44. vz _____
45. lk _____
46. kw _____
47. skw _____
48. ks _____
49. gz _____

(Back)

## SPEECH EVALUATION FORM

Name _____ Age _____ Sex _____ Grade _____

School _____ County _____ Date _____

Parent's Name _____ Phone _____

Parent's Address _____

Occupation _____

| Type of Defect (please check) | | Final Evaluation and Recommendation |
|---|---|---|
| Articulation | | |
| Stuttering | | |
| HOH or Deaf | | |
| Cleft Palate | | |
| Cerebral Palsy | | |
| Voice Problem | | |
| Other | | |
| Mild _____ Moderate _____ Severe _____ | | |

**Initial Evaluation and Recommendations**

Signed _____
Speech Clinician

PEC 63-S

To Be Filed In Permanent Record

# STATE DEPARTMENT OF EDUCATION
**Program for Exceptional Children**
**1000 Bull Street**
**Columbia, S. C. 29201**

Name_____ Date_____

School_____ County_____

| Sound | Position | | | Sound | Position | | | Sound | Position | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Initial | Medial | Final | | Initial | Medial | Final | | Initial | Medial | Final |
| 1. p | pot | puppy | cup | 10. t | tell | letter | cat | 19. s | soup | sissy | miss |
| 2. b | boy | baby | rub | 11. d | dog | candy | bad | 20. z | zoo | busy | bees |
| 3. m | man | hammer | comb | 12. n | night | many | moon | 21. sh | she | ashes | dish |
| 4. wh | white | pinwheel | | 13. (c) k | cup | basket | book | 22. zh | | usual | rouge |
| 5. w | window | awake | | 14. g | girl | wagon | dog | 23. (ch) tsh | child | inches | each |
| 6. f | farm | coffee | wife | 15. ng | | hanger | sing | 24. (j) dzh | June | magic | fudge |
| 7. v | very | river | love | 16. h | house | ahead | | 25. y | yellow | onion | |
| 8. th (Unvoiced) | think | nothing | truth | 17. l | let | hello | tell | | | | |
| 9. th (Voiced) | those | mother | bathe | 18. r | red | story | car | | | | |

LEGEND: S - Substitution O - Omission D - Distortion VE - Voice Error SL - Slighting

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. tw | twin | 11. tl | turtle | 21. str | string | 31. ls | else | 41. ngz | songs |
| 2. dw | dwell | 12. zl | puzzle | 22. tr | try | 32. ns | once | 42. thz | clothes |
| 3. bl | blue | 13. br | brown | 23. thr | three | 33. ps | pipes | 43. mz | homes |
| 4. kl | climb | 14. kr | creep | 24. sk | skill | 34. ts | sits | 44. lk | milk |
| 5. fl | fly | 15. dr | dry | 25. sm | small | 35. sts | tests | 45. vz | lives |
| 6. gl | glue | 16. fr | fry | 26. sn | snail | 36. ths | months | 46. kw | quick |
| 7. pl | play | 17. gr | green | 27. sp | spill | 37. lz | balls | 47. skw | squirrel |
| 8. sl | slide | 18. pr | pray | 28. st | stand | 38. dz | reads | 48. ks | packs |
| 9. spl | split | 19. skr | scribble | 29. sw | swim | 39. bz | tubs | 49. gz | eggs |
| 10. dl | bundle | 20. spr | sprinkle | 30. fs | laughs | 40. nz | pans | | |

AGE OF ARTICULATORY EFFICIENCY OF 23 CONSONANT SOUNDS*

| AGE | SOUNDS MASTERED |
|---|---|
| 3½ | p, b, m, w, h. |
| 4½ | t, d, n, g, k, ng, j, y |
| 5½ | f |
| 6½ | v, th (voiced), sh, l, ch |
| 7½ | r, s, th (voiceless), z, wh |

SEE REVERSE SIDE FOR RECOMMENDATIONS.

* From a chart developed by THE ATLANTA SPEECH SCHOOL as listed in HELP FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS, 1964, p. 45.

Type Of Defect: _____

____ 1. Speech development appears to be within normal range for pupil's age.

____ 2. Speech impediment is slight and, unless it causes the pupil undue concern, it should be ignored.

____ 3. Tonsils and/or adenoids appear to be enlarged; should be seen by a doctor.

____ 4. Unable to pronounce sounds due to dental deformity; should be seen by orthodontist.

____ 5. Possibly has a hearing loss; should have hearing evaluated.

____ 6. Speech problem is such that it may be helped by classroom teacher and parents.

____ 7. This pupil should receive speech therapy from a speech pathologist; however, if there is not a speech clinic within reasonable commuting distance, the classroom teacher and parents may help.

____ 8. Work should be done on the sounds designated as misarticulated on the articulation chart on the reverse side of this page. These sounds may be checked in the handbook, HELP FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS, which is in your library.*

____ 9. Pupil has a voice disorder; should have a thorough examination of oral mechanism before therapy can be initiated.

____ 10. We are referring this pupil to _____

for _____

____ 11. Speech problem is such that untrained personnel should make no attempt to correct it without direct supervision of a speech clinician.

____ 12. The classroom teacher can help the pupil by working on the sounds as prescribed in REMARKS below.

____ 13. Stuttering symptoms should be ignored both at home and in school. Pupil should be relieved of emotional stress and pressure as much as possible; should be encouraged, but not required to respond orally.

REMARKS:

* If there is not a copy of our handbook, HELP FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS, in your library, please ask your librarian to write to us for a copy.

## CLINICAL PROGRESS REPORT

Patient's Name _____ _____ Clinic

Category _____

| Date | Therapy | Recommendations |
|---|---|---|
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| Date | Therapy | Recommendations |
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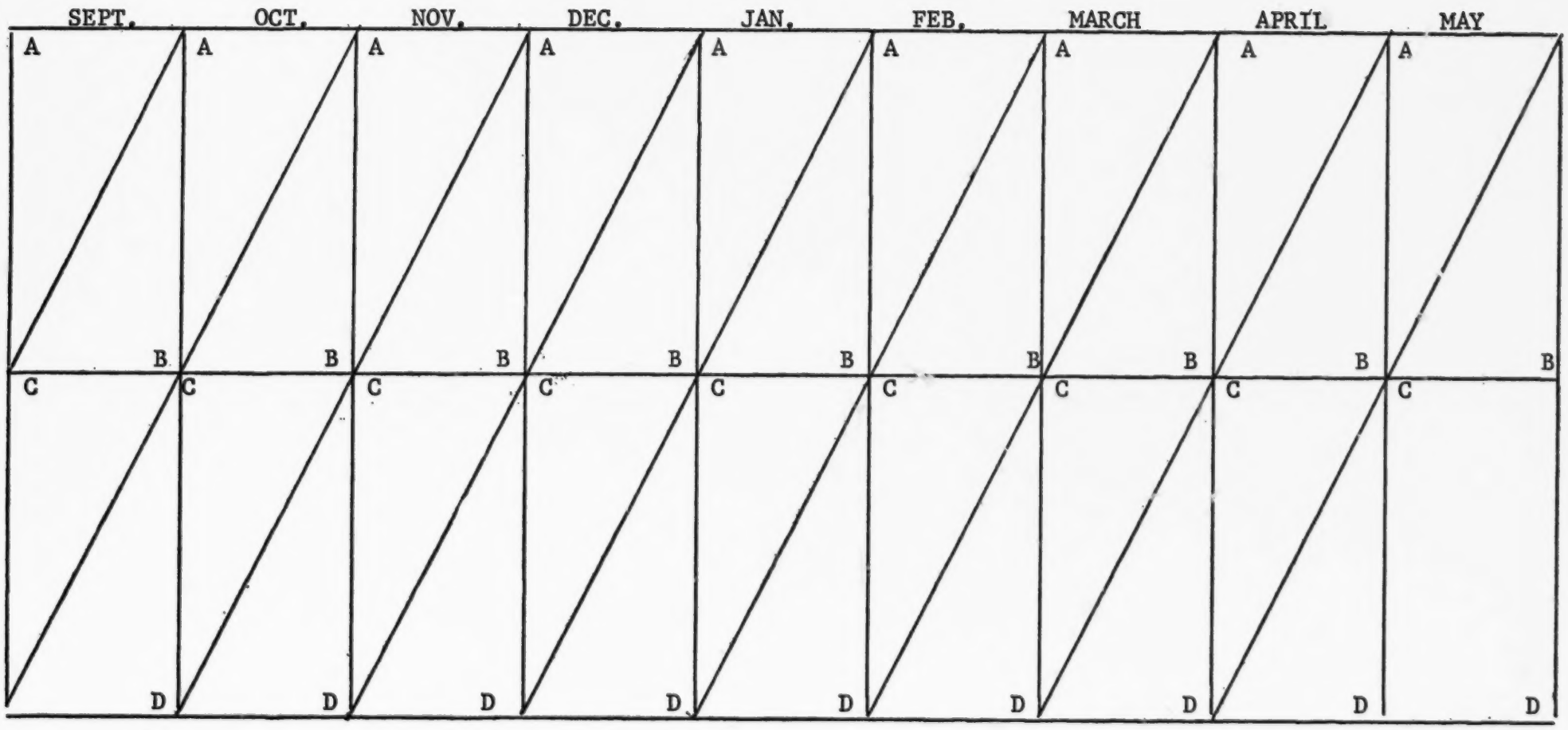
## SPEECH CLINICIAN'S MONTHLY CASELOAD AND ATTENDANCE REPORT

**Instructions:**

A—Total Monthly Caseload
B—Average Caseload
C—Total Monthly Caseload
D—Average Attendance




**TOTAL Number Of Children For The Year**

**Yearly Average Caseload**

**Yearly Average Attendance**

PEC 66-S

**To Be Filed In The Office Of The Co. Superintendent**

# APPENDIX C

## Special Education Act of 1967

## SPECIAL EDUCATION ACT OF 1967

**An Act To Amend Section 21-295, Code Of Laws Of South Carolina, 1962, As Amended, Defining Certain Terms Used In Regard To State Aid For The Education Of Handicapped Children, So As To Define Hard Of Hearing Children And To Amend Section 21-295.3, Code Of Laws Of South Carolina, 1962, As Amended, Providing State Aid For The Education Of Handicapped Children, So As To Authorize Such Aid For Hard Of Hearing Children.**

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Section 21-295, Code of Laws of South Carolina, 1962, as amended, is further amended by adding at the end thereof the following new item:

"(6) 'Hard of hearing children' means children of sound mind of the age of four years and older who are certified by a licensed physician that they suffer from any disability making it impracticable or impossible for them to benefit from or participate in the normal classroom program of the public schools because of an impairment to their hearing facilities."

The section when amended shall read as follows:

"Section 21-295. (1) 'Physically handicapped children' means children of sound mind and of legal school age who suffer from any disability making it impracticable or impossible for them to benefit from or participate in the normal classroom program for the public schools;

(2) 'Educable mentally handicapped children' means children of legal school age who, because of retarded mental growth, are incapable of being educated profitably and effectively through ordinary classroom instruction, but who may be expected to benefit from special education facilities designed to make them economically useful and socially adjusted;

(3) 'Trainable mentally handicapped children' means children of legal school age whose mental capacity is below that of those considered educable, yet who may profit by a special type of training to the extent that they may become more nearly self-sufficient and less burdensome to others;

(4) 'Special education program' means education services carried on through special schools, special classes and special instruction;

(5) 'Emotionally handicapped children' means children of legal school age with demonstrably adequate intellectual potential who, because of emotional, motivational or social disturbances are unable to benefit from or participate in the normal classroom of the public schools but who may be expected to benefit from special instruction and services suited to their needs.

(6) 'Hard of hearing children' means children of sound mind of the age of four years and older who are certified by a licensed physician that they suffer from any disability making it impracticable or impossible for them to benefit from or participate in the normal classroom program of the public schools because of an impairment to their hearing facilities."

SECTION 2. Section 21-295.3, Code of Laws of South Carolina, 1962, as amended, is further amended by inserting after item (3.1) the following new item:

"(3.2) For special education for hard of hearing children, State aid shall be allowed for a teacher employed with a minimum enrollment of ten pupils and a minimum attendance of eight."

The section when amended shall read as follows:

"Section 21-295.3. The State Superintendent of Education shall reimburse school districts of the State for providing special educational services when in compliance with the provisions of this article and the rules and regulations of the State Board of Education, from the regular appropriations for teachers' salaries, in such manner as is provided by law. Such State aid shall be allowed as follows:

(1) For special education services for the physically handicapped or educable mentally handicapped, State aid shall be allowed for a teacher employed with a minimum enrollment of twelve pupils and a minimum attendance of ten.

(2) For special education services for the trainable mentally handicapped, State aid shall be allowed for a teacher employed with a minimum enrollment of ten pupils and a minimum attendance of eight.

(3) For special education for pupils with speech defects, State aid shall be allowed for a speech correctionist employed with a mini-

mum of seventy-five pupils enrolled and a minimum attendance of at least eighty per cent, with this special aid being allowed not withstanding the fact that children may be counted for regular State aid in regular classes.

(3.1) For special education for emotionally handicapped children, State aid shall be allowed for a teacher employed with a minimum enrollment of ten pupils and a minimum attendance of eight.

(3.2) For special education for hard of hearing children, State aid shall be allowed for a teacher employed with a minimum enrollment of ten pupils and a minimum attendance of eight.

(4) The proportionate part of a teacher's salary will be allowed when such teacher has less than the required minimum enrollment and attendance.

(5) If in any district there are handicapped children not able even with the help of transportation to be assembled in a school, instruction may be provided in the child's home, or in hospitals or sanatoria. Children so instructed may be counted under the provisions of this article. The State Board of Education shall determine the number of hours of home instruction acceptable in lieu of regular school attendance."

SECTION 3. This act shall take effect upon approval by the Governor.

In the Senate House the 23rd day of March

In the Year of Our Lord One Thousand Nine Hundred and Sixty-seven.

JOHN C. WEST,
*President of the Senate.*

SOLOMON BLATT,
*Speaker of the House of Representatives.*

Approved the 24th day of March, 1967.

ROBERT E. MCNAIR,
*Governor.*

# APPENDIX D

## Funds Available for Training Teachers of Exceptional Children

## FUNDS AVAILABLE FOR TRAINING TEACHERS

I. P. L. 88-164

*Full-time fellowships*—These are awarded to individuals to be trained at the master's or post-master's level. They pay a minimum of $2,000 plus $600 for each dependent plus tuition and fees. Two or three such fellowships are usually awarded each year. Application blanks are available through the Program for Exceptional Children.

*Junior-year traineeships*—These pay $300 to the individual. This person must be enrolled as a junior majoring in one of the areas of exceptionality. Nine of these are awarded each year. Application blanks are available through the Program for Exceptional Children.

*Summer traineeships*—These pay the individual $75 per week plus tuition and fees. The person may study at the graduate or undergraduate level in any accepted institution in America. Approximately 58 of these are awarded each summer. Application blanks are available through the Program for Exceptional Children.

II. P. L. 89-10, Title I

These funds must be included in the district projects. The local district decides the amount of stipend paid to each teacher.

III. P. L. 89-10, Title VI

*Summer traineeships*—These pay the individual's tuition, fees, and, in some cases, room and board. The person may study at the graduate or undergraduate level in any accepted institution in America. Application blanks are available through the Program for Exceptional Children.

IV. South Carolina Association for Retarded Children

Funds are available through the South Carolina Association for Retarded Children for training and research. For more information individuals should contact the Executive Secretary of the Association, 1517 Hampton Street, Post Office Box 1564, Columbia, South Carolina.

V. Colleges and Universities

A large number of colleges and universities offer fellowship grants. For more information individuals should contact the Chairman of Special Education in the particular college he wishes to attend.

Published by the

**S. C. DEPARTMENT OF EDUCATION**
**PROGRAM FOR EXCEPTIONAL CHILDREN**
1000 Bull Street
COLUMBIA, SOUTH CAROLINA 29201

W. OWENS CORDER, *Chief Supervisor*

ROBERT P. ARMSTRONG, *Consultant for Mentally Handicapped*

MISS KAY BLACK, *Consultant for Emotionally Handicapped and Homebound*

JOSEPH F. BENTON, *Consultant for Orthopedically and Visually Handicapped*

MISS JANE BROCK, *Consultant for Speech Handicapped*

DAVID E. HOLCOMBE, *Consultant for Speech Handicapped*

FRANK B. WASHINGTON, *Consultant for Speech Handicapped*

VAN C. PORTER, *Consultant for Hearing Handicapped*

*Editing and typing by* MRS. PATRICIA BOCKUS

*Cover design by* MISS MARY B. CANTEY

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STATE DEPARTMENT OF EDUCATION

PROGRAM FOR EXCEPTIONAL CHILDREN

COLUMBIA, SOUTH CAROLINA

CYRIL B. BUSBEE, *Superintendent of Education*

1968

71